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ABSTRACT

This manual, one of four related documents, is the first stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). Section 1 helps a school district's coordinating committee study district needs for sex fairness. It illustrates how to define needs by gathering pertinent information and how to establish both sex fairness guidelines and an implementation plan based on those needs. Copies of guidelines and self-evaluation checklists are included. Section 2 outlines a workshop conducted by a steering committee to help administrators understand their role in the program. Section 3 contains readings that explain how the processes of socialization and change relate to sex fairness in education. An annotated bibliography is included. (Author/LD)

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BECOMING SEX FAIR

THE TREDYFFRIN/EASTTOWN PROGRAM

A Comprehensive Model for Public School Districts

stage one manual:

preparing for change

Developed by: *Marylyn E. Calabrese, Project Director*

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Tredyffrin/Easttown School District

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Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EA 012 643

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HISTORY

The Sex Fairness Program at Tredyffrin/Easttown (T/E) began modestly in April 1974, with a small committee appointed by Dr. George F. Garwood, School Superintendent. The committee's job: to look over the education program from top to bottom, to see what the district needed to do to offer equal education to children of both sexes.

By June 1977, the committee was putting the finishing touches on a federally funded program that school districts across the nation might use as a blueprint for making their programs sex fair.

What happened in between?

How did T/E grow from a few people -- the Sexism Study Committee, chaired by English teacher Marylyn Calabrese -- settling down to talk about sexism, to administrators, teachers, and parents throughout the district becoming involved and supportive of the T/E Sex Fairness Program?

The first year, 1974-75. "Let's be specific," the committee decided from the beginning. So they met through the year to analyze what was happening at T/E and to look over sex fairness resources available from around the country.

Then they spelled out -- in 90 specific guidelines -- just what had to be done to remove bias (1) from the curriculum; (2) from extra curricular activities; (3) from guidance materials and practices; and (4) from the personnel policies.

Soon they saw that administrators would need some easy-to-use materials to get the job done in each of the four areas. So, in a summer workshop, the committee came up with a handy packet of in-service activities to explain what sexism is and how it limits students, and to show how the guidelines could help eliminate sexism in the T/E district.

The second year, 1975-76. With in-service activities in hand, the committee and other school district administrators took the program to teachers throughout the district. The response was encouraging; many teachers and other staff members were asking how they could work around biased texts in current use. "We need sex fair activities and units to supplement these," was the request from teachers at all grade levels.

Others pointed out that for sex fairness to become a reality, parents too, must understand and support it.

At the same time, the committee began to get requests for information on sex fairness programs from many school districts in Pennsylvania.

The committee considered the possibilities: "Our experiences and future plans could be helpful to other districts in becoming sex fair," they reasoned. They decided to write a proposal for a grant to record their efforts in such a way that almost any district could follow the same process they used.

So they applied to the Department of Health, Education and Welfare for funds under the Women's Educational Equity Act of 1974. In the proposal, the committee suggested that any district trying to eliminate sexism would probably go through the stages T/E was going through. In the first stage, they'd identify what had to be done; in the second, they'd plan and carry out a complete in-service program; in the third, they'd revise the curriculum, K-12.

The committee also proposed that it would be important to validate the model by trying it out in other school districts before offering it to any school districts nationally.

The third year, 1976-77. An exciting, challenging year started with the news that T/E had been awarded a two-year grant to develop a model sex fairness program. Newspapers picked up the story of T/E's leadership, and more districts called for assistance. It was also a rewarding year of involvement throughout the district:

- Fifty teachers and guidance counselors from all subjects and grades got together to figure out how to make a total curriculum sex fair. In small groups, they revised their own subject areas and created specific units, assignments, and suggestions for countering sexism in the major subject areas. They tried out everything in their own classrooms.
- Parents from T/E's eleven schools identified what parents should know about sex fairness and how it was best to get the message across. Support for the program was based on open communication.
- Administrators met to spell out the particulars of an administrator's role in a comprehensive sex fairness program.

Meanwhile, the original Sex Fairness Committee improved the materials they had created earlier and, with the assistance of outside consultants, prepared the finished program for printing and testing. Also, a group of teachers and administrators looked over all materials to see that everything was free of racial bias as well.

The fourth year, 1977-78. The project staff identified districts in Pennsylvania to try out and validate T/E's model. Interested in complying with state and federal laws banning sex discrimination, many districts were pleased to find methods and materials they could adapt so easily to their own needs for sex fairness. More than that, they found the program spoke their language since it had been developed by their counterparts in another school district.

The T/E district is happy to share with your district its model for providing equal educational opportunities to all students, regardless of sex. It's not a magical formula; its success will rest on commitment, time and effort from you. But the investment you make now in sex fair education will pay handsome dividends in the futures of countless students who will pass through your hallways and classrooms in the coming years.

PROGRAM ORGANIZATION

Becoming Sex Fair is organized into three stages. Each stage will help you design and carry out one part of a sex fairness program matched to your school district's needs. A separate Coordinator's Manual provides an overview of the program, as well as additional information and guidance for the person responsible for organizing and implementing the district-wide sex fairness program.

Stage One: Preparing for Change helps you to identify your district's needs and to establish sex fairness guidelines in all educational areas. Suggestions are given for implementing these guidelines, while a supplementary section prepares administrators for carrying out their responsibilities.

Stage Two: Planning the In-Service Program explains how to develop a comprehensive in-service program for administrators, teachers, and parents. In addition, you'll find step-by-step directions for preparing and leading individual meetings. The manual contains many activities and resources to use at in-service meetings or in the classroom. To find other valuable sources, you can refer to the annotated bibliography.

Stage Three: Revising the Curriculum is in two parts. The first part describes the characteristics of a sex fair curriculum and explains how to conduct a workshop in which teachers and other members of the professional staff begin the task of reviewing and revising the curriculum for their areas. In the second part you'll find sample materials which offer ideas for making a curriculum sex fair in many subject areas and at all grade levels.

INTRODUCTION

A sex fairness program grows out of a basic question: In what ways is education equitable for boys and girls in our district?

This manual, Preparing for Change, the first in the three-stage Tredyffrin/Easttown Sex Fairness Program, is designed to help you answer that question. Once you know what your district needs are regarding sex fairness, you'll draw up a list of practical guidelines for achieving equal education for all students. In this way, you begin bringing about change.

Early in this program, a Sex Fairness Coordinating Committee will be selected to share and carry out the tasks described in this manual. As the committee analyzes district needs and establishes guidelines, it will learn more and more about sex fairness in education. In the process, the committee will become the district's most valuable resource for putting into effect the later stages of the program.

The first section of this manual helps orient the committee to study district needs for sex fairness. Next, it illustrates how to define needs by gathering pertinent information, and how to establish sex fairness guidelines and an implementation plan based on those needs. Examples always help, so you'll find copies of guidelines and self-evaluation checklists to give you a clearer idea of what you're aiming for in your district.

In the second section, the committee involves the next circle of people in the program: administrators. Since the administrators will be implementing the guidelines in the areas they supervise, they will need preparation to do it. Therefore, this part outlines a workshop conducted by a steering committee to help administrators understand their role in the program.

The third section contains several readings that will give you a better understanding of the processes of socialization and change and how they relate to sex fairness in education. An additional reading spells out vital legal information. Finally, there's a list of selected references that you can turn to for further help with specific problems regarding school district needs and sex fairness.

Who should read this manual? The Program Coordinator and all members of the Sex Fairness Coordinating Committee, since they are the people who will be carrying out the program. Ideally, each of these people should have a personal copy of this manual.

For convenience and flexibility, the manual is loose-leaf. Feel free to duplicate any of these materials for your sex fairness program. You will also find it easy to add pages whenever you wish.

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ASSESSING DISTRICT NEEDS FOR SEX FAIRNESS

WORKING TOWARD SEX FAIRNESS: A SUPERINTENDENT'S VIEW

Dear Reader:

I'm happy that you are looking for ways to provide a more appropriate and equitable educational program for the students in your school district.

A few years ago, we began the same serious task of reviewing our program and our attitudes as educators. Fairness and equality of opportunity were the watchwords for our efforts. We began because we wanted to be fair to each of our students. Many of the tasks were and are difficult. Certainly, we produced no miracles overnight.

Yet, by involving ever-expanding circles of staff members, parents and students, we have developed a process that works. The results are all around us. Students are learning more equitable concepts, specific programs and course offerings are significantly changed, and we feel comfortable with what has happened, even though we do not yet feel satisfied because the task still remains a part of our lives.

How can this seemingly insurmountable task be accomplished without creating a chaos of new overwhelming problems? Candidly, I think it can happen only as a result of a solid commitment by the school board, superintendent, and building administrators, coupled with a carefully defined systematic plan of action. Crusading may produce excitement; but I believe that commitment and concrete plans are far more likely to produce results. The complexity of many tasks in providing a "sex fair" educational program for all students mandates such an approach.

In the pages ahead, you'll find the detailed process that we have developed. I know from personal experience that it is a highly workable plan. Depending upon your own situation, you may feel we've provided more specifics than are needed. However, from our own experience, I encourage you to be highly suspicious of shortcuts or simpler ways. Sexism is a crucial problem in our society that affects both men and women negatively. If we are to achieve a program of sex fairness in our schools, I am convinced that each and every step must be taken both with assurance and care.

Finally, although I know you will feel frustrations as you follow this comprehensive process, I also know that you will experience great pleasure. Judging from our own deep involvement, I am sure that you will see exciting growth take place in those with whom you work. There are profound tangential effects on human understanding produced as a result of such involvement.

I wish you well and guarantee you a sense of great achievement.

George F. Garwood
Superintendent of Schools
Tredyffrin/Easttown School District
Berwyn, Pennsylvania

Your district has selected you to be on the Sex Fairness Coordinating Committee, which will develop and follow through a district-wide program of sex fairness. The first step in this process is to assess district needs for eliminating sex bias. Once you know what is needed, you'll develop sex fairness guidelines and a plan for putting them into effect.

Here are the main points to consider as you plan and carry out the tasks of Stage One:

- objectives
- committee participants
- schedule and organization
- communication
- committee orientation
- school board policy
- conduct of needs assessment
- establishment of district sex fairness guidelines
- development of a plan for the implementation of district sex fairness guidelines
- evaluation of implementation

You'll find details below for each of these points.

OBJECTIVES

This manual has been designed to help meet these objectives:

- to explore your attitudes and beliefs about sex fairness
- to develop expertise about sex-role socialization through the educational process
- to assess district-wide needs for sex fairness in curriculum, guidance and counseling, extra-curricular activities, and personnel
- to develop sex fairness guidelines and an implementation plan based on district needs
- to prepare district administrators for their role in implementing the sex fairness guidelines

- to develop a plan for the ongoing evaluation of the implementation of sex fairness guidelines

COMMITTEE PARTICIPANTS

The members of the Sex Fairness Coordinating Committee represent the various groups of the school community -- administrators, teachers and, depending on your district, parents and students. This manual has been written for you, the committee member, to guide you through the various tasks of Stage One. Although your district has appointed one (or possibly two) persons as Program Coordinator(s) to oversee and coordinate all tasks of Stage One, you will assist in most tasks. As the work is divided among committee members, you may also lead some parts of the program.

Your professional approach to the program is crucial. You may not be enthusiastically non-sexist, nor have had experience with sex fair education; however, you should value equality and be willing to learn about sex fairness. If you are already overburdened with other school duties, it may be best to decline committee membership. You should be available to attend meetings regularly, enjoy working with others and be conscientious about carrying out responsibilities. Above all, you should be open-minded and hardworking as you take on the challenge of improving education in your district.

What will be expected of you during the vital first year of this program? You'll be asked to learn about the concepts and goals of sex fair education; you'll gather information about your district's needs for sex fair education from many sources; you'll establish sex fairness guidelines; you'll help develop an implementation plan based on the needs you identify. Finally, you'll help evaluate the implementation of sex fairness guidelines. (For an outline of your specific tasks and responsibilities during Stage One, see the chart on page 6.)

As you meet these responsibilities, you'll view a filmstrip, complete survey questionnaires, examine your own thoughts and behavior, collect data, talk to parents, students and other staff members about sex fairness. In short, you'll be part of an exciting and challenging program for the students of your school district.

By the end of Stage One, you'll be one of a group that has developed into a valuable resource for your school district: trained people with sex fairness expertise, able to assist in carrying out all stages of the district's sex fairness program.

SCHEDULE AND ORGANIZATION

How is the time allotted for Stage One? It will probably take 6-8 meetings throughout one school year, or you might finish by March and hold the administrative training, "Implementing Sex Fair Education: The Administrator's Role," sometime in March or April. For a suggested schedule of the tasks of Stage One, refer to page 7.

SAMPLE OUTLINE OF TASKS AND RESPONSIBILITIES

PREPARING FOR CHANGE

Program Coordinator	*Sex Fairness Coordinating Committee*	*District Administrators*
1. Chair meetings of the Sex Fairness Coordinating Committee 2. Conduct orientation sessions 3. Coordinate needs assessment 4. Coordinate establishment of the district Sex Fairness Guidelines and development of the implementation plan for the Guidelines 5. Coordinate evaluation of implementation of the Sex Fairness Guidelines 6. Arrange for and coordinate administrative preparation for implementation of the Sex Fairness Guidelines 7. Coordinate all communication activities 8. Act as liaison between the committee, school district and community	1. Participate in orientation sessions 2. Conduct district needs assessment 3. Establish sex fairness guidelines and develop implementation plan for the district's guidelines 4. Assist in evaluation of the implementation of the Sex Fairness Guidelines 5. Participate in communication activities 6. Administrator members of Coordinating Committee assist in planning and implementing administrators' in-service workshop (Steering Committee)	1. Participate in administrators' in-service workshop 2. Prepare individual action plans for area/school for sex fairness 3. Suggest individuals, activities for in-service meetings and/or curriculum revision process

SAMPLE SCHEDULE FOR PREPARING FOR CHANGE

MAJOR TASKS

Organize Coordinating Committee

Order filmstrip

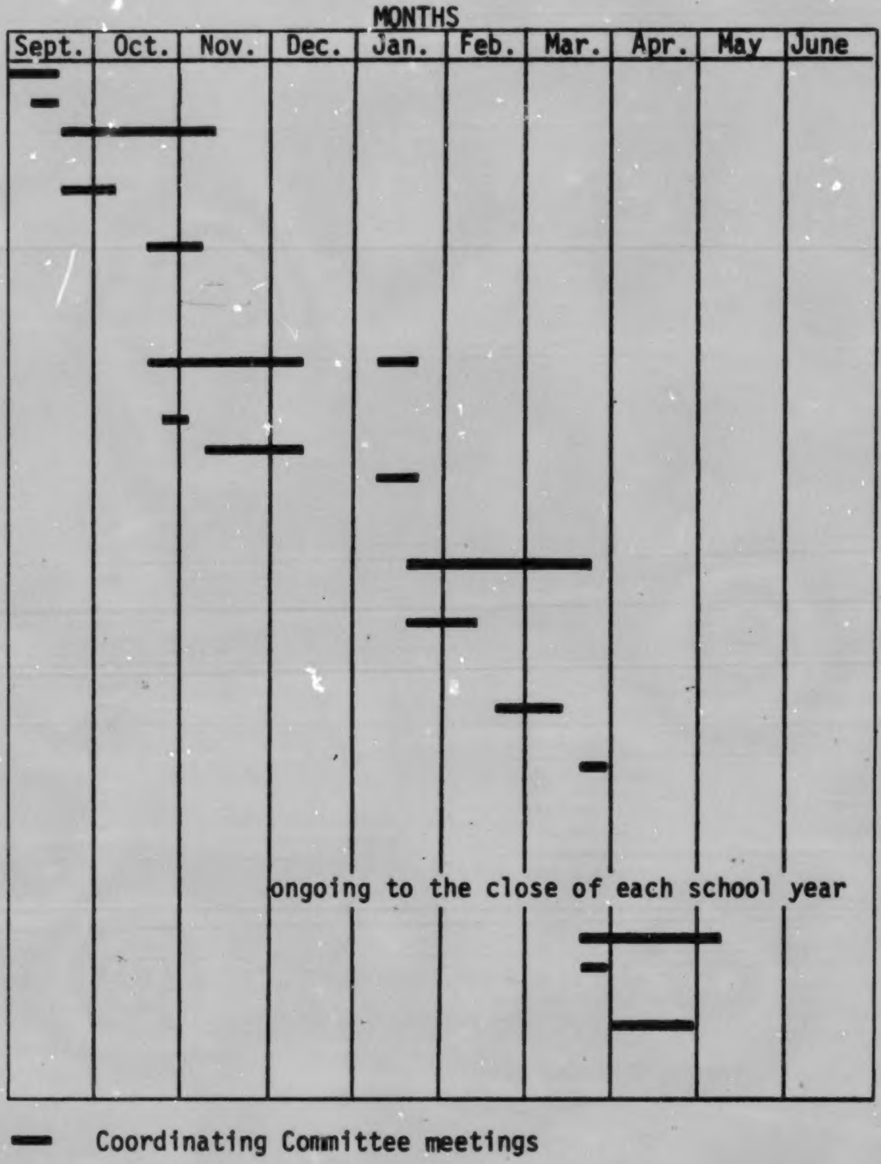
Hold Coordinating Committee Orientation (2-3 meetings, as needed)
- become familiar with subject of sex fairness in education
- study Sex Fairness Survey, Sex Fairness Guidelines, and Self-Evaluation Checklists

Conduct district needs assessment (2-3 meetings, as needed)
- form subcommittees
- gather needs assessment data
- share subcommittee findings with entire committee

Establish district sex fairness guidelines and implementation plan
- draft guidelines and implementation plan based on district needs assessment
- get feedback from staff and community
- revise guidelines and implementation plan and present to superintendent

Evaluate implementation of guidelines

Hold administrators' workshop
- review district sex fairness guidelines
- develop individual plan of action to implement sex fairness guidelines



What is the organization of the specific tasks of Stage One? Before you begin assessing needs and developing guidelines, you should spend some time learning about sex fairness in depth. The orientation materials found on pages 12-14 are designed to familiarize you with some of the goals and specifics of sex fair education. But first a few words about communication.

COMMUNICATION

Communication is vital to the success of a sex fairness program. Teachers, parents, and administrators should have up-to-date information about what you're doing. You can expect cooperation from others only when they know what's happening. Accurate information can prevent misunderstandings. If people know what is going on, they won't worry or speculate over false information.

The committee should identify and use school and other local communication channels. You should share progress reports with one another, as well as with parents and the community. Keep messages informal, brief, low-key, and informative. (Refer to pages 10-11 of the Stage Two Manual for additional suggestions on communication about sex fairness.)

On the next pages are sample communications for you to adapt. You will find a sample superintendent's letter to the professional staff, informing them of the launching of a district sex fairness program, and sample reports for parent/community newsletters. A sample newspaper interview with members of the T/E Sex Fairness Coordinating Committee is included on page 11. Additionally, on page 125 of the Stage Two Manual, you can find a sample parent fact sheet that answers questions commonly asked about a sex fairness program and is an easy way to communicate.

Positive, well-thought-out communication can make all the difference to program success. Use all available channels regularly and wisely. Take the initiative to contact local newspapers, have reporters visit classes to see sex fair lessons in action, and have the specifics ready on why unbiased instructional materials are needed. Know your stuff. Don't hesitate to let others know what sex fairness is all about.

SAMPLE SUPERINTENDENT'S LETTER

Among the many conflicting charges and refutations made recently about sexism in our society, certain criticisms seem irrefutable in the educational arena. Although in this district these shortcomings may well be unintentional, they are, I believe nonetheless present. Furthermore, as with any other fault or limitation in our learning program, these issues deserve our conscientious attention and systematic correction.

Because of the kind of humanistic, individualizing efforts made by (name of district) staff members, I think we have minimized much of the stereotyping inherent in many texts and other media materials. These same humanistic attitudes have served to open activities at all levels to individuals, rather than to boys or to girls only. Yet, although I know of no district policy that is limiting in any way and of only one practice (compliance with interscholastic sports regulations at the state level) that is limiting, I am sure there are problem areas and limitations that are more than merely attitudinal.

Since (date) we have been discussing ways to review our practices, to correct and improve them, and finally to make certain that the changes are effective. As a result, I am appointing a twelve-member Coordinating Committee that will make recommendations to me as a result of its work as well as the work of several subcommittees that will evolve to work on special assignments in reviewing this problem area. I have asked (name) of the (position/school) to chair the Coordinating Committee, and (name) of the (position/school) has agreed to assist in directing the committee's operations. Ten other staff members are being asked to serve as members of this Coordinating Committee on Sex Fairness.

In the weeks and months ahead, may I ask that each of us works to halt the stereotyping of any individual or group and that each of us also enlarges the vistas of learning and of occupational choices for the students and staff members with whom we associate.

Again, as in so many aspects of our educational world, this is a situation in which by improving and extending others we similarly strengthen and extend ourselves.

(Name)
Superintendent of Schools

(Date)

SAMPLE REPORTS FOR PARENTS' NEWSLETTER

Report on the Sex Fairness Program

Superintendent ________________ has established a committee of teachers, administrators, and parents to work together toward eliminating sex stereotyping in all our programs and provide equal offerings for all students. For example, at ____________ Junior High both boys and girls are now given the opportunity to select Industrial Arts courses and/or Home Economics courses. The committee is working toward establishing guidelines that will provide a plan for the district to follow in the future. They have recommended that all textbooks, filmstrips, and other teaching materials be reviewed for sex bias. Committee Chairperson _________________ mentioned that committee members are interested in talking to parent organizations to describe the work of the committee and answer questions. For additional information, contact ______________ at _______________ School.

Sex Fairness Committee Members to Speak at Parent Meeting

____________ and ____________ will present a talk and show a filmstrip on sexism in textbooks at the next meeting of the (home/school) Association. How can teaching materials be supplemented to get rid of sex bias? What are we going to do until more non-sexist books get published? What exactly is sex fairness in school? Come to the meeting to learn the answers to these and other questions. Everyone is invited. Call _____________ at ______________ for further information.

Student Council Examines Sex Stereotyping in Student Activities

In response to student questions, the Student Council of ______________ High School had identified a group of students to study the extent of sex stereotyping in all extra-curricular activities, including clubs, publications, and sports. Of particular concern are the lack of coed intramural activities and the fact that there are no girls on the Stage Crew and no boys in the Service Club. A report will be made at the _________________ meeting.

SAMPLE NEWSPAPER INTERVIEW

DAILY LOCAL NEWS
West Chester, Tues., Mar. 9, 1976

T-E School District is evaluating sexism in the system

BY MAURY SWINEHART
Local News Correspondent

(Editor's note: This is the first of two articles on the subject.)

The position of women in American society is undoubtedly changing. What role, if any, do public schools play in contributing to that changing status?

In September of 1972, state education secretary John C. Pittenger issued a memorandum to Pennsylvania school administrators. Calling the memorandum a response to state equal rights legislation, Pittenger said, in part, "I hereby commit the Department of Education to making the elimination of sexism in education a priority." He further defined his purpose by requesting the elimination of sex-stereotyped curricular and extra curricular programs, improved personnel and guidance policies, and sensitization of staff to discriminatory practices.

Since that time, the Tredyffrin-Easttown School District has been an outstanding leader in the state towards developing and implementing clear programs for ending sexism in public schools. By spring of 1974, T-E district superintendent Dr. George F. Garwood had appointed what was called a sexism study committee of administrators and staff from throughout the district.

Came up with guidelines

The work of the committee was to explore and evaluate sexism in the district system, and to come up with specific guidelines for change. Chaired by Marylyn Calabrese of the Conestoga High School English department, that committee has worked long and hard, with perhaps its greatest asset being what Ms. Calabrese called "the total support of a superintendent able to see all factors involved and how they affect all aspects of education."

Said Garwood in a recent interview, "We surely have no mandates that all little girls should suddenly start to play football or become physicians, or that all little boys should start expressing all their emotions. "But I feel a major role of education is not to reinforce social stereotypes as they have existed in the past, but to open new doors and opportunities for school children from kindergarten through senior high school."

Answer is complex

Garwood sees the answer to sex discrimination as much more than co-ed physical education and home economics classes, although these are certainly areas in which much work has already been done in T-E schools.

He finds need for basic change in a wide variety of areas, from curriculum materials and teacher attitudes to testing, career counseling and hiring procedures. And he strongly agrees with Ms. Calabrese that sexism affects both sexes, not just the rights of women.

"Sexual biases and stereotypes within the school system can be just as harmful to boys as to girls," she says. A school pamphlet defines sexism as "both an attitude and a way of behavior . . . of arbitrarily assigning certain traits, abilities and expectations to people solely on the basis of their sex, regardless of their attributes as individual people . . ." Garwood and Calabrese agree schooling has a tremendous impact on formation of individual pupils' self-images, expectations and attitudes.

Not all pro-feminists

The T-E sexism study committee was not appointed on the basis of members' strong pro-feminist stance. Instead, its members hold a wide variety of views on the issue, not all of them supportive of change. "It seemed the only way to get honest change across the entire district was to involve and cause communication among people of very differing positions," said Garwood.

He noted some of the strongest opposition to specific curricular and other changes sporposed by the committee has come from some staff women, who object to any change in the current social status of women. "But it is my perspective that those women in our society who object to all change will be the ones who may suffer in the long run," he said.

Some men oppose

Garwood acknowledged there are also some men on the T-E staff who vehemently oppose proposed changes, "just because that's where they're at right now." But Ms. Calabrese said the work of her committee has not been met with any really strong opposition from any quarter, whether staff, parents or students, as she had at first expected it might.

School system changes instituted after last year's recommendations by the sexism study committee have been many and are ongoing. In the area of curriculum, course content, materials and names are changing. In extra curricular activities, sports and club membership are being altered. In guidance, materals, attitudes and approaches are being geared to abolish sex stereotyping. And in personnel, job application forms and materials have been revised.

Throughout the school system, in-service workshops have been held and ongoing committee work toward change continues. "Some people have reacted to our work with passivity or by asking why we want to change things," said Marylyn Calabrese, shaking her head. "This is why our problem is enormous and touches centuries of social conditioning about roles of women and men. "But after our work here, I no longer think our problem is insurmountable," she said.

COMMITTEE ORIENTATION

In order for you to prepare for being a member of the Coordinating Committee, the following topics are provided for orientation.

Sex Fairness Survey. Before you begin a sex fairness program, you may want to discover your individual reactions to sex fairness. Take the survey found on pages 23-26. This survey, especially developed for this purpose, takes approximately 40 minutes to complete. Keep a record of your responses for your own personal information. As a group, discuss the following questions:

- What questions on the survey interest you most? Why?
- What questions, in your opinion, are most important to your role as a professional educator? Why?

Reading Regarding the Socialization of Women. Understanding the social antecedents of women and work will be helpful to you at this point. The article "Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work," page 135 of the Resources section of this manual, can be read in approximately 30 minutes. You may have read this article before the session. If not, take time to read it now. After reading, discuss the questions below:

- Discuss the significance of the title. What does it mean?
- In the section entitled "Preparing for the Future," the role of the guidance counselor is discussed. What are the implications for other school personnel?
- The article, written in 1973, was based on an earlier article written in 1970. To what extent do you think the socialization of women has changed from that described in the article? To what extent has it remained the same?
- If an article were written on the socialization of men, what, in your opinion, would it include? Are men trained to "know their place"? How are stereotypes limiting to both sexes?

  For more recent statistics, you may want to use the "Data Survey" (Stage Two Manual, pages 49-54) in conjunction with this article.

Filmstrip on Sex-Role Stereotyping. The National Education Association has developed a two-part (18 minute) filmstrip, "The Labels and Reinforcements of Sex-Role Stereotyping." After viewing this filmstrip discuss the questions below:

- What are some of the sex-role stereotypes portrayed in the filmstrip?
- What are some sex-role stereotypes present in the school environment?
- What sex-role stereotypes present in a school district environment can be especially harmful? to boys? to girls?

- Since this school district is about to begin a sex fairness program, what examples in the filmstrip provide starting points for consideration?

Reading on Educational Change for Sex Fairness. The principles of planned change are applicable to the adoption of any new ideas, practices, or products. The article "Eliminating Sexism from the Schools: An Application of Planned Change," can be found on pages 159-161 of the Resources section of this manual. Take a few minutes to read this article and then as a group consider the following questions:

- What are the stages, as identified by this article, that people go through in reacting to innovation?

- To what extent is it important to understand the principles of change as outlined in this article?

For another view of individuals' reactions to change, turn to pages 164-167. Can you think of other examples of people's reactions to add to these?

Title IX. Title IX of the Educational Amendments act of 1972 prohibits sex discrimination in any federally funded program. In order to familiarize yourself with the basic points of this important law, read the summary of its substance on page 168. Refer to pages 171-172 for additional resources on Title IX self-evaluation. As a group consider the following questions:

- Find out when your school district filed its Title IX Compliance form (HEW 639). Get a copy and note when and how grievances are to be handled in your district, and how students and staff are to be notified of any antidiscriminatory policies enacted.

- Look over the Title IX requirements on the form.

- What is the timetable in your district for accomplishing these?

- Title IX prohibits sex discrimination; how does this differ from sex bias or sex stereotyping? Refer to page 170 for a summary of other laws that prohibit sex discrimination in education.

Introduction to Institutional Guidelines for Sex Fairness. In order to assist you in becoming more familiar with sex fairness and all the ways that an institution like a school district can become sex fair, turn to pages 28-46 and glance over some suggested sex fairness guidelines. Select four guidelines, one from each area, and prepare to lead a discussion at the next meeting on the guidelines you select (each committee member should select different guidelines). In preparation, consider:

- the meaning of the guideline

- its general applicability (or lack of applicability) to your school district

- any other information you wish to share with the rest of the committee

Introduction to Individual Self-Evaluation Checklists for Sex Fairness. Another area to consider is individual guidelines for sex fairness. Five self-evaluation checklists, found on pages 65 to 97, have been developed for this purpose. Find the appropriate checklist (there are different ones for administrators, teachers, guidance counselors, media specialists/librarians, and physical education instructors). Review the items, and complete the checklist privately. If the committee wishes, discuss items of interest from the checklists.

After you conclude these orientation activities you will be ready to begin a district-wide needs assessment for sex fairness.

SCHOOL BOARD POLICY

One of the first major tasks you and the other members of the Coordinating Committee will want to consider is a school board policy on sex fairness. Your district may already have such a policy, or it may be a part of a comprehensive policy on educational equity or equal opportunity. If so, review it. If no such policy is in existence, you will want to draft one and present it to the superintendent for review and revision, with the recommendation that it eventually be presented to the board for their review, revision and adoption.

Establishing such a policy is an essential part of any district's sex fairness program. Because it is part of the written record of a school district, it is, in essence, the district's public commitment to educational equity.

The format of such a policy will vary in each school district. It may be general or specific. Two samples are provided on page 15. These samples are not to be regarded as definitive, but rather to be modified by local school districts.

CONDUCT OF NEEDS ASSESSMENT

In order to begin the long-range process for becoming sex fair, it is necessary to find out the needs of your district in this area.

Once you have gathered information regarding district needs, you will be able to develop guidelines that your district will be able to use and follow in providing educational equity for both sexes.

Turn to the needs assessment charts on pages 28-46. Note that on these charts there are suggested guidelines in four areas: curriculum, guidance and counseling, extra-curricular activities, and personnel. Note that each chart includes suggested guidelines, suggested information source for gathering data, and a space for you to record your assessment regarding each guideline.

These guidelines are suggestions only. They are meant to assist you by providing a format for gathering information.

In order to expedite this data collection process, divide your committee into four subcommittees, one for each of the four areas: curriculum, guidance

(continued on page 16)

SAMPLE SCHOOL BOARD POLICIES ON SEX FAIRNESS

Equal Opportunity Policy (Date)

As stated in the District's Philosophy of Education, the focus of the educational program is on the growth of each student in a program that encourages the development of maximum potential of each individual. It is the intention of the District that equal opportunity for both sexes in all areas of the educational program be provided and that discrimination of either sex for whatever purpose shall be eliminated.

It is also the responsibility of teachers and administrators in the (Name) School District to:

1. provide for and encourage the participation of both sexes in all educational activities, programs, courses of study, awards and scholarships;
2. encourage all students to consider a variety of all types of career opportunities, including those not traditionally associated with their sex;
3. develop job placement practices to assure students of employment opportunities without restriction of sex;
4. use instructional materials that show both women and men involved in the full range of roles and activities in society;
5. train, promote, and hire qualified women and men for all positions within the district, including those generally associated in American education as being held by members of a single sex.

Affirmative Action Policy -- Employment (Date)[1]

The policy of the (Name) School District shall be to select employees as needed on the basis of merit, training, and experience. There shall be no discrimination against any employee or applicant because of race, creed, color, national origin, sex, or age.

The specific purposes of this Employment Affirmative Action Plan are to:
1. ensure equal opportunity in all personnel policies, practices, and collective bargaining agreements;
2. increase the utilization of racial and ethnic minorities and women at all levels of employment where underutilization presently exists;
3. design and implement continuing internal assessment, reporting and modification procedures for the evaluation of the effectiveness of the plan;
4. develop employee training programs designed to assist employees in complying with the provisions of the plan;
5. establish procedures within the grievance process for prompt processing of individual or group discrimination charges;
6. provide for the publication and dissemination, internally and externally, of the Affirmative Action Plan and insure its availability to interested citizens' groups.

After the approval of this plan by the Board of Education, ultimate responsibility for the implementation of this plan shall remain with the Superintendent of Schools.

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1. *Adapted from Shirley McCune and Martha Matthews, Programs for Educational Equity: Schools and Affirmative Action, U.S. Government Printing Office, Washington, 1975, page 33.*

and counseling, extra-curricular activities, and personnel. Each subgroup, if possible, should include diverse representation; e.g., sex, race, age, position.

The first step for gathering information is to review the column on suggested information sources. Are the ones given appropriate for your school district? Feel free to add additional sources, making the list as specific as you can.

The whole process of gathering information will be simplified if you develop some forms for this task. Several examples are provided on pages 21-22. For example, if you are gathering information on curriculum guideline 22, you might find the chart like the one on page 22 helpful. Or, if you are gathering information on extra-curricular activities, guidelines 10 and 3, the chart on page 21 may be useful. You will need to develop additional charts for gathering information.

Based on the data you gather on the forms, summarize your findings for each guideline. Write these in the assessment column and share them (you may want to duplicate copies of your findings) with the entire committee. The following sample assessments can provide an idea of your task.

Suggested Guideline	*Suggested Information Source*	*Assessment*
CURRICULUM 12. Set up summer workshop to develop sex fair curricular materials.	Director of Curriculum	*Summer workshops are organized by the Curriculum Council. They will need specific data for any recommended workshops.*
GUIDANCE 6. Hold in-service meetings to raise awareness of sex bias and sex stereotyping, and provide means and methods to eliminate these situations in guidance and counseling.	Director of Student Services, Principals *Guidance Counselors*	*Has been a concern of the counselors. They feel an ongoing guidance committee is needed to gather and share information on sex fair career and counseling and organize in-service meetings.*
EXTRA-CURRICULAR ACTIVITIES 9. Investigate the interscholastic opportunities for boys and girls in the school district. Make specific recommendations regarding possible additional funded sports teams at the high school, junior high, and/or elementary school.	Athletic Directors *Students*	*Student interest has indicated that the following teams should be funded in the near future: junior high girls' tennis; senior high boys' lacrosse.*

ESTABLISHMENT OF DISTRICT SEX FAIRNESS GUIDELINES

Now that you have assessed district needs, you are ready to establish district guidelines. Refer to the Needs Assessment chart again, and consider the sample in light of your needs assessment; particularly, cross out any that are not applicable or appropriate; make changes where needed and develop new guidelines in the spaces provided. The following examples may help you in this process.

Suggested Guideline	*Suggested Information Source*	*Assessment*
CURRICULUM 12. Set up summer workshops to develop sex fair curricular materials.	*Summer workshops are organized by the Curriculum Council. They will need specific data for any recommended workshops.*	*Adaptation of curriculum guideline 12: present recommendations to Curriculum Council for setting up workshops to develop sex fair curricular materials.*
GUIDANCE 6. Hold in-service meetings to raise awareness of sex bias and sex stereotyping, and provide means and methods to eliminate these situations in guidance and counseling.	*Has been a concern of the counselors. They feel an ongoing guidance committee is needed to gather and share information on sex fair career counseling and organize in-service meetings.*	*Add new guideline: establish guidance committee to gather and share information on sex fair career counseling and organize in-service meetings.*

As you go through the process of drafting district guidelines, it is imperative that you and your subcommittee solicit opinions from people in the school community outside your own group. This is important because you are only representatives and whatever you produce will be implemented by the entire school district. If people have had input in developing the guidelines, they will be more likely to support the results of your work and cooperate during this implementation.

How do you get the opinions of others? Decide on a way that will best fit into the structure of your school district. You may want to have your subcommittee or one representative meet with different people: department heads, athletic directors, central administrators, principals, counselors; you may also wish to send out draft guidelines in the form of memos for people to provide additional feedback. If parents have not been members of your Coordinating Committee, be certain that parent and community leaders have an opportunity to review draft guidelines.

After sufficient input from all these sources, it is necessary for each subcommittee to present an entire draft of the guidelines from their area (personnel, etc.) to the entire committee for review and revision.

DEVELOPMENT OF A PLAN FOR THE IMPLEMENTATION OF DISTRICT SEX FAIRNESS GUIDELINES

Review the implementation chart on pages 47-63. Note that the first column is for your district guidelines. In your subcommittee, take the working copy of your district guidelines and make all the necessary changes on this chart. By filling in the other three columns on this chart, you will have developed an implementation plan for your district's sex fairness guidelines. The Program Coordinator and the district's research and evaluation specialist (if there is one) can review your plan, particularly the column "How Accomplishment Measured." The following examples are provided to assist you in this task.

District Guideline	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Measured*
CURRICULUM 22. Where sex stereotyping creates a tendency for one sex to predominate in a course (80% or more), program of study, or activity (e.g., typing, automotive shop), encourage members of the other sex to enroll.	*Director of Curriculum, Principals, Counselors, Department Heads, Department staff*	*Ongoing*	*Evidence of encouragement, (e.g., logs of students' discussions, notes to students); yearly enrollment data*
PERSONNEL 9. Recruit and hire in and outside of the district qualified candidates for administrative and teaching positions that presently have a disproportionate number of a single sex.	*Superintendent, Director of Personnel, Principals*	*Ongoing, whenever positions open*	*Areas identified as disproportionate are: women in administration, men in elementary teaching.* *Yearly report of staffing pattern on the basis of sex.*

Your complete Sex Fairness Guidelines and implementation plan should now be presented to the superintendent and/or school board for adoption.

EVALUATION OF IMPLEMENTATION

At the beginning of each school year, the Sex Fairness Coordinating Committee should meet to evaluate the implementation of the Sex Fairness Guidelines. This will include the gathering of up-to-date information and reports from persons responsible for implementation in order to measure the accomplishment of each guideline as identified in the fourth column. A report should be prepared by each subcommittee and compiled by the coordinator, who will present the entire report to the superintendent for action.

Sheila Young of Detroit won 3 medals, a gold, a silver, and a bronze - in speed skating at the 12th Winter Olympics in Innsbruck, Austria.

SAMPLE CHARTS FOR GATHERING NEEDS ASSESSMENT DATA [1]

ATHLETIC EXTRA-CURRICULAR ACTIVITIES

SCHOOL YEAR______GRADES______

TEAMS	SEASON	GRADE	FEMALE N=	MALE N=	MEMBERSHIP RESTRICTION	COACH SEX SALARY	ASST.COACH SEX SALARY		BUDGET
Interscholastic									
Intramural									

PARTICIPATION IN STUDENT SERVICES

SCHOOL YEAR______GRADES________

ACTIVITY	FEMALE		MALE		TOTAL
	N=	%	N=	%	
Audiovisual Aide					
Hall Guard or Monitor					
Hospitality Committee					
Library Helper					
Lunchroom Helper					
Office Helper					
Street Crossing Guard					
Other (specify)					

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1. *Adapted from Eliminating Sexism in Public Schools: A Workbook for Action, Education Law Center, Inc., Newark, New Jersey, 1976.*

COURSE ENROLLMENT BY SEX

SCHOOL YEAR ______ GRADES ______

SUBJECT AREA	COURSE TITLE	GRADE	FEMALE N=	%	MALE N=	%	TOTAL
Art							
Business							
English							
Foreign Language							
Health Education							
Physical Education							
Home Economics							
Industrial Arts							
Mathematics							
Music							
Science							
Social Studies							
Special Education[1]							
Vocational-Related Subjects							

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1. *This category includes courses (or classes) for the gifted and talented, emotionally disturbed, physically and/or mentally handicapped.*

THE TREDYFFRIN/EASTTOWN SEX FAIRNESS SURVEY

Developed by

Mark W. Blair
Joan L. Buttram
John F. Strandmark

RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street
Philadelphia, Pennsylvania 19103

INSTRUCTIONS

People can assume a variety of roles in many settings. The Tredyffrin/Easttown Sex Fairness Survey has been designed to give you the opportunity to express your attitudes and opinions toward roles females and males can assume in home, educational, employment, and general social settings.

Please read each item carefully and think about it in terms of your own experience. The numbers on the answer sheet correspond to the numbers for the items. Be sure to fill in the correct space for each question. If you change your mind, erase the mark completely and then fill in your new answer.

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
[1]	[2]	[3]	[4]	[5]

The scale above should be used with all statements in the Tredyffrin/Easttown Sex Fairness Survey. For each statement, fill in the *one* number which shows the extent of your agreement or disagreement with the statement. Each statement can be answered "1", "2", "3", "4", *or* "5". If you fill in a higher number (4 or 5), it means that you agree with what the statement says. For example, a "5" means that you strongly agree with what the statement says while a "4" means that you just agree with the statement. If you fill in a lower number (1 or 2), it means that you disagree with what the statement says. For example, "1" means that you strongly disagree with what the statement says while a "2" means that you just disagree with the statement. A "3" means that you're not sure how much you agree or disagree. Remember, fill in only one number for each statement.

Some items depict situations which require either an action or an opinion from the characters portrayed. This action or opinion is the last sentence of the item. It is underlined. For these items, please indicate the extent to which you agree or disagree with the underlined sentence.

The development of the Tredyffrin/Easttown Sex Fairness Survey was funded, in part, by a subcontract awarded to Research for Better Schools, Inc. by the Tredyffrin/Easttown School District. Funds for the subcontract were part of the school district's grant from the Women's Educational Equity Act Program, United States Office of Education, U.S. Department of Health, Education, and Welfare, Grant Number G007606341, Marylyn E. Calabrese, Project Director. The purpose of the grant was the development and validation of the "Tredyffrin/Easttown Sex Fairness Program," a comprehensive model designed to increase the sex fairness of an entire school district. For additional information about the program contact the Tredyffrin/Easttown School District, Berwyn, Pa. 19312.

©Tredyffrin/Easttown School District

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
[1]	[2]	[3]	[4]	[5]

1. The idea of women boxing, whether amateur or professional, is disgusting.
2. When entering a room, it is rude for a man to precede a woman.
3. Mrs. Eskovich, sixth grade teacher, asks her class for volunteers to run the move projector. John and Emily both raise their hands. She selects John because the projector is heavy and must be moved.
4. Ms. Evans is an effective and energetic salesperson. She has applied for a postion as sales manager, a job that involves supervisory responsibility over a predominantly male sales force. Pressure is mounting to give the job to a male co-worker on the basis that he would command more respect than Ms. Evans. After much deliberation, the company decides to hire Ms. Evans for the position.
5. Certain jobs should be closed to women because of the physical requirements.
6. The husband should assume more responsibility than the wife for the family's financial plans.
7. Boys should not be allowed to take fashion design courses with girls because they won't take the courses seriously.
8. A woman cannot be fulfilled until she marries and has a family.
9. It is against a man's nature to mend clothes.
10. Dr. and Mrs. Brady have two preschool children. Mrs. B. would like to start working. Her husband, a physician, is strongly against it. He thinks it would be best for the children if she remains at home until they enter school.
11. Most women are perfectly capable of combining a career and a marriage with children.
12. Mr. H. is president of a large apparel firm which customarily assigns two sales persons to travel together in each territory. Mr. H. has rejected the application of Maryann V. as a salesperson because he thinks it would not be right for a woman to be on the road with a man.
13. Girls should not take metal working classes because the machinery is dangerous.
14. The employment of women jeopardizes the institution of the family.
15. The talk about women being an oppressed group in American society is ridiculous.
16. Females have more sympathy with the problems of the poor and disadvantaged than males.
17. Male students tend to daydream in class as much as female students.
18. Male teachers can provide emotional support for their students as well as female teachers.
19. The husband ought to have the main say-so in family matters.
20. It is appropriate for male students to take courses teaching basic homemaking skills.
21. Amos and Elvira are 17 and 18 respectively. Their parents have saved enough money to send one of the children to college. They decide to send Amos because he will eventually have to support his own family.
22. Boys in school are more aggressive about getting good grades than girls.
23. Male students should be allowed to try out for the cheerleading squad.
24. Males have no business being airline cabin attendants.
25. Girls should have the opportunity to develop competence with tools and machines.
26. Men are more realistic than women in estimating the time necessary to complete tasks.
27. I would allow my son to take a course in sewing.
28. For her fifth grade project, Mrs. B's daughter wants to learn how a tractor operates. Mrs. B. tries to encourage her to select a project that is more fitting for a girl.

PLEASE GO ON TO THE NEXT PAGE

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
[1]	[2]	[3]	[4]	[5]

29. Women with preschool children should stay with their children rather than work.

30. Girls are as good in classroom discussions as boys.

31. Girls are as attentive in class as boys.

32. Nathan S., 26 years old, has extremely dry skin. He hears that regular facials often alleviate this problem. To this end, he buys the products necessary and begins to give himself a facial on a weekly basis.

33. Male students are as artistic as female students.

34. At parties, women are generally as talkative as men.

35. One of the most important things a mother can do is prepare her daughter for the duties of being a wife.

36. A woman's emotional nature frequently compromises her ability to discipline her children.

37. A woman does not need as much education as a man.

38. Men are more daring than women when driving a car.

39. Female teachers are more cheerful than male teachers.

40. Female students have as much ability as male students for learning scientific material.

41. As long as he is interested, a boy should be encouraged to take classical ballet lessons.

42. Pauline and Larry have been dating for six months. Pauline is anxious to see a new movie and asks Larry to join her. At the box office, Larry only buys a ticket for himself, expecting Pauline to pay her own way.

43. Bill and Evan are first grade students. During a play period they take out some kitchen toys and begin 'making lunch.' One of the team teachers approaches the boys and suggests they would enjoy playing with tinker toys more. After class the teachers discuss the incident. The second teacher disagrees with her colleague's action. In her view, the boys should not be discouraged from playing with kitchen toys.

44. The son who takes after his father is more likely to be an individualist than the son who takes after his mother.

45. Taking a sewing course would be a waste of time for a male student.

46. Men are generally too disorderly to take responsibility for housecleaning activities.

47. Boys have better study habits than girls.

48. Girls don't understand enough about tools to really profit from a woodworking class.

49. The Home Economics Department of Paseo High School has been under pressure to open their courses to boys. In response, they have developed a course called 'Bachelor Cooking.' Designed especially for boys, it treats such subjects as barbecue, salad making and easy-to-prepare meals. The school has decided to include the course in their catalogue.

50. Mr. Thomas is evaluating job applications for a position that involves considerable travel. Two individuals, a man and a woman, are well-qualified for the job. Both are parents of school-aged children. Mr. T. decides not to hire the woman because of potential conflict between job responsibilities and her family.

51. Mr. Farmer would like to spend more time with his children. He suggests to his wife that she get a part-time job. He would do the same. Mrs. Farmer opposes the plan saying it is her husband's responsibility to provide financial support for the family.

52. Basically, men are not caring enough to handle the responsibility of child rearing.

53. Ann and Jane are college roommates. Jane now makes it a habit of asking out attractive men she sees on campus. Ann disagrees with this approach and tells Jane she will develop a bad reputation for herself if she continues being so aggressive.

PLEASE GO ON TO THE NEXT PAGE

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
[1]	[2]	[3]	[4]	[5]

54. It is a poor reflection on a husband if his wife works.

55. Men should not express weakness in public.

56. Mr. and Mrs. Yates work and have two preschool children. Mr. Yates is a traveling salesperson. Mrs. Y's company offers her a promotion which will also entail considerable travel. Mr. Y. does not want his wife to accept the promotion. He believes one parent should always remain home with the children. Mrs. Y. accepts the promotion convinced they will be able to make satisfactory child-care arrangements.

57. Men complain as much as women about their jobs.

58. By nature women are happiest when they are making a home.

59. Men should have final authority over their children because they are more objective than women.

60. The husband should be in charge of repairs around the house.

61. It is all right for women to participate in local politics, but they should not hold the higher offices in government.

62. Male supervisors are as forceful as females in dealing with disciplinary problems on the job.

63. In a dating situation, men are as affectionate as women.

64. It is disrespectful for a man to swear in the presence of a woman.

65. Girls should have the same opportunity as boys to play on little league baseball teams.

66. When both parents work, the mother should be the one to stay home with a child who is ill.

67. Women are as rational as men when it comes to selecting a mate for life.

68. Female students have less self-confidence than male students in public speaking.

69. The Cooperative Education Program places selected 11th and 12th grade girls in secretarial/clerical positions for half the day. Mr. G., the co-op teacher, has refused to let James F. and Leroy J. into the program claiming that boys would only be taking the course to get out of school early.

70. It is part of a man's responsibility to provide transportation for a date.

71. I would not fly on a commercial airline if I knew it were piloted by a female.

72. A married woman should give up her job whenever it intrudes on her hubsand's career.

73. Boys are more disruptive in class than girls.

74. House decorating should be a wife's responsibility because women are more sensitive to detail than men.

75. I don't see any reason for girls to study drafting.

76. Women are better at child rearing because they are more caring than men.

77. Male students exhibit less emotion than female students after receiving report cards.

78. By nature, men are more inclined to extramarital affairs than women.

79. I would not be concerned if a woman was appointed President of General Motors.

80. A woman should be less aggressive than a man in a dating situation.

81. House cleaning is more proper work for women than mowing the lawn.

82. Jerry T. is a senior in high school. He wishes to become a nurse. His counselor tries to discourage Jerry, suggesting that for a male a job as a paramedic would be more appropriate. Jerry ignores the advice of his counselor and continues with his career plans.

83. I would permit surgery to be performed on me by a woman doctor.

84. Women don't have the same endurance as men to do heavy yard work.

Print your name in the boxes provided. Then blacken the letter box which matches each letter of your name.

YOUR LAST NAME	FIRST NAME	MI
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- Please fill in all appropriate boxes.
- Use No. 2 pencil ONLY.
- Completely erase all errors.
- Check over sheet before handing in.

TODAY'S DATE Month	Day	Year	BIRTH DATE Mo	Yr	SEX	IDENTIFICATION
0 1	0 1 2 3	0 1 2 3 4 5 6 7 8 9	0 1	0 1 2 3 4 5 6 7 8 9	M F	0 1 2 3 4 5 6 7 8 9

THE TREDYFFRIN/EASTTOWN SEX FAIRNESS SURVEY

© Tredyffrin / Easttown School District

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1	2	3	4	5

Choose and fill in only ONE of each set of five numbers.

1 ☐1 ☐2 ☐3 ☐4 ☐5	12 ☐1 ☐2 ☐3 ☐4 ☐5	23 ☐1 ☐2 ☐3 ☐4 ☐5	34 ☐1 ☐2 ☐3 ☐4 ☐5	45 ☐1 ☐2 ☐3 ☐4 ☐5	55 ☐1 ☐2 ☐3 ☐4 ☐5	65 ☐1 ☐2 ☐3 ☐4 ☐5	75 ☐1 ☐2 ☐3 ☐4 ☐5
2 ☐1 ☐2 ☐3 ☐4 ☐5	13 ☐1 ☐2 ☐3 ☐4 ☐5	24 ☐1 ☐2 ☐3 ☐4 ☐5	35 ☐1 ☐2 ☐3 ☐4 ☐5	46 ☐1 ☐2 ☐3 ☐4 ☐5	56 ☐1 ☐2 ☐3 ☐4 ☐5	66 ☐1 ☐2 ☐3 ☐4 ☐5	76 ☐1 ☐2 ☐3 ☐4 ☐5
3 ☐1 ☐2 ☐3 ☐4 ☐5	14 ☐1 ☐2 ☐3 ☐4 ☐5	25 ☐1 ☐2 ☐3 ☐4 ☐5	36 ☐1 ☐2 ☐3 ☐4 ☐5	47 ☐1 ☐2 ☐3 ☐4 ☐5	57 ☐1 ☐2 ☐3 ☐4 ☐5	67 ☐1 ☐2 ☐3 ☐4 ☐5	77 ☐1 ☐2 ☐3 ☐4 ☐5
4 ☐1 ☐2 ☐3 ☐4 ☐5	15 ☐1 ☐2 ☐3 ☐4 ☐5	26 ☐1 ☐2 ☐3 ☐4 ☐5	37 ☐1 ☐2 ☐3 ☐4 ☐5	48 ☐1 ☐2 ☐3 ☐4 ☐5	58 ☐1 ☐2 ☐3 ☐4 ☐5	68 ☐1 ☐2 ☐3 ☐4 ☐5	78 ☐1 ☐2 ☐3 ☐4 ☐5
5 ☐1 ☐2 ☐3 ☐4 ☐5	16 ☐1 ☐2 ☐3 ☐4 ☐5	27 ☐1 ☐2 ☐3 ☐4 ☐5	38 ☐1 ☐2 ☐3 ☐4 ☐5	49 ☐1 ☐2 ☐3 ☐4 ☐5	59 ☐1 ☐2 ☐3 ☐4 ☐5	69 ☐1 ☐2 ☐3 ☐4 ☐5	79 ☐1 ☐2 ☐3 ☐4 ☐5
6 ☐1 ☐2 ☐3 ☐4 ☐5	17 ☐1 ☐2 ☐3 ☐4 ☐5	28 ☐1 ☐2 ☐3 ☐4 ☐5	39 ☐1 ☐2 ☐3 ☐4 ☐5	50 ☐1 ☐2 ☐3 ☐4 ☐5	60 ☐1 ☐2 ☐3 ☐4 ☐5	70 ☐1 ☐2 ☐3 ☐4 ☐5	80 ☐1 ☐2 ☐3 ☐4 ☐5
7 ☐1 ☐2 ☐3 ☐4 ☐5	18 ☐1 ☐2 ☐3 ☐4 ☐5	29 ☐1 ☐2 ☐3 ☐4 ☐5	40 ☐1 ☐2 ☐3 ☐4 ☐5	51 ☐1 ☐2 ☐3 ☐4 ☐5	61 ☐1 ☐2 ☐3 ☐4 ☐5	71 ☐1 ☐2 ☐3 ☐4 ☐5	81 ☐1 ☐2 ☐3 ☐4 ☐5
8 ☐1 ☐2 ☐3 ☐4 ☐5	19 ☐1 ☐2 ☐3 ☐4 ☐5	30 ☐1 ☐2 ☐3 ☐4 ☐5	41 ☐1 ☐2 ☐3 ☐4 ☐5	52 ☐1 ☐2 ☐3 ☐4 ☐5	62 ☐1 ☐2 ☐3 ☐4 ☐5	72 ☐1 ☐2 ☐3 ☐4 ☐5	82 ☐1 ☐2 ☐3 ☐4 ☐5
9 ☐1 ☐2 ☐3 ☐4 ☐5	20 ☐1 ☐2 ☐3 ☐4 ☐5	31 ☐1 ☐2 ☐3 ☐4 ☐5	42 ☐1 ☐2 ☐3 ☐4 ☐5	53 ☐1 ☐2 ☐3 ☐4 ☐5	63 ☐1 ☐2 ☐3 ☐4 ☐5	73 ☐1 ☐2 ☐3 ☐4 ☐5	83 ☐1 ☐2 ☐3 ☐4 ☐5
10 ☐1 ☐2 ☐3 ☐4 ☐5	21 ☐1 ☐2 ☐3 ☐4 ☐5	32 ☐1 ☐2 ☐3 ☐4 ☐5	43 ☐1 ☐2 ☐3 ☐4 ☐5	54 ☐1 ☐2 ☐3 ☐4 ☐5	64 ☐1 ☐2 ☐3 ☐4 ☐5	74 ☐1 ☐2 ☐3 ☐4 ☐5	84 ☐1 ☐2 ☐3 ☐4 ☐5
11 ☐1 ☐2 ☐3 ☐4 ☐5	22 ☐1 ☐2 ☐3 ☐4 ☐5	33 ☐1 ☐2 ☐3 ☐4 ☐5	44 ☐1 ☐2 ☐3 ☐4 ☐5				

SCHOOL OR ORGANIZATION ____________________

The Sex Fairness Survey Answer Form

© Research For Better Schools Inc.

1700 Market Street
Philadelphia, Pa. 19103

RBS Form SFS-1

Optical Forms, Inc. 1066

T/E SEX FAIRNESS SURVEY SCORING SHEET

Instructions:

1. In column A, record the number of your response for each item. If you did not respond to an item, enter an "0". Note that the items are not in the same sequence as on the answer sheet.
2. Where indicated, subtract the number you record in column A from 6 and enter the result in column B.
   Example:
   If your response to item #1 was a 2 (disagree), your score would be: "6 - 2 = 4."
3. If no subtraction is indicated for an item, record the number that is in column A in column B.
   Example:
   If your response to item 17 was a 3 (not sure), your score would be: "3 = 3."
4. Add the numbers in each column B and record the total.
5. Count the number of scores in each column B and record this number.
6. Divide the total of each column B by the number of scores in each column. (If all items were answered and scored, divide each total by 42.) Enter the results in boxes 1 and 3.
7. Add boxes 1 and 3, divide by 2, and enter the result in box 5. This your total sex fairness score.

FEMALE

		A		B
Item 1.	6 -	___	=	___
4.		___	=	___
5.	6 -	___	=	___
8.	6 -	___	=	___
10.	6 -	___	=	___
11.		___	=	___
12.	6 -	___	=	___
13.	6 -	___	=	___
14.	6 -	___	=	___
15.	6 -	___	=	___
16.	6 -	___	=	___
25.		___	=	___
28.	6 -	___	=	___
29.	6 -	___	=	___
30.		___	=	___
31.		___	=	___
34.		___	=	___
35.	6 -	___	=	___
36.	6 -	___	=	___
37.	6 -	___	=	___
39.	6 -	___	=	___
40.		___	=	___
48.	6 -	___	=	___
50.	6 -	___	=	___
53.	6 -	___	=	___
56.		___	=	___
58.	6 -	___	=	___
61.	6 -	___	=	___
65.		___	=	___
66.	6 -	___	=	___
67.		___	=	___
68.	6 -	___	=	___
71.	6 -	___	=	___
72.	6 -	___	=	___
74.	6 -	___	=	___
75.	6 -	___	=	___
76.	6 -	___	=	___
79.		___	=	___
80.	6 -	___	=	___
81.	6 -	___	=	___
83.		___	=	___
84.	6 -	___	=	___

Total ___________

answered scores female ___________

MALE

		A		B
Item 2.	6 -	___	=	___
3.	6 -	___	=	___
6.	6 -	___	=	___
7.	6 -	___	=	___
9.	6 -	___	=	___
17.		___	=	___
18.		___	=	___
19.	6 -	___	=	___
20.		___	=	___
21.	6 -	___	=	___
22.	6 -	___	=	___
23.		___	=	___
24.	6 -	___	=	___
26.	6 -	___	=	___
27.		___	=	___
32.		___	=	___
33.		___	=	___
38.	6 -	___	=	___
41.		___	=	___
42.		___	=	___
43.		___	=	___
44.	6 -	___	=	___
45.	6 -	___	=	___
46.	6 -	___	=	___
47.	6 -	___	=	___
49.	6 -	___	=	___
51.	6 -	___	=	___
52.	6 -	___	=	___
54.	6 -	___	=	___
55.	6 -	___	=	___
57.		___	=	___
59.	6 -	___	=	___
60.	6 -	___	=	___
62.		___	=	___
63.		___	=	___
64.	6 -	___	=	___
69.	6 -	___	=	___
70.	6 -	___	=	___
73.	6 -	___	=	___
77.	6 -	___	=	___
78.	6 -	___	=	___
82.		___	=	___

Total ___________

answered scores male ___________

Box A		Box B		Box C
☐	+	☐	- 2 =	☐
Total Female Scores - # Scores		Total Male Scores - # Scores		Total Sex Fairness Score

INTERPRETATION OF THE T/E SEX FAIRNESS SURVEY*

The T/E Sex Fairness Survey is designed to assess sex fairness toward both genders. The survey's scoring sheet provdes three scores: sex fairness toward females, sex fairness toward males, and overall sex fairness.

The scores in each area may range from 1 to 5. The higher the score, the more sex fair the responses.

Example:

$$\overset{\text{Box A}}{\boxed{4.5}} + \overset{\text{Box B}}{\boxed{3.5}} \div 2 = \overset{\text{Box C}}{\boxed{4}}$$

The scores in this example indicate that the individual responded in a sex fair manner. It should also be noted that the responses were more sex fair toward females than males.

In some instances, the measure of sex fairness toward only one gender may be sufficient for a user's purpose. In these instances, the user would score only those items listed on the scoring sheet under the gender of interest. In most cases, however, users will be interested in learning the sex fairness of their responses toward both males and females. Indeed, sex fairness means being fair toward both sexes. Thus, most people will be interested in their overall sex fairness score and their scores for attitudes toward females and males.

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* The T/E sex fairness survey and the scores generated by its use are intended to be used as a tool for self-analysis, for assessing growth in fairness, and for determining individual and group needs. It should not be used to label, rate, or rank individuals in terms of sex fairness.

In 1974, the minimum wage law was extended to include household workers.

NEEDS ASSESSMENT GUIDELINES FOR SCHOOL DISTRICT SEX FAIRNESS

CURRICULUM

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
COURSE TITLES			
1. Revise course titles (class names) omitting the generic term "man" or the male pronoun when it refers to all people (e.g., "Study of Man" can be changed to "Study of People).	Director of Curriculum, Principals		
2. Revise course titles (class names) and descriptions so that they do not imply one sex only (e.g., "Bachelor Living," "Girls' Physical Education," "Boys' Physical Education").	Director of Curriculum, Principals		
3. Revise course titles to encourage participation by both sexes (e.g., "Home Economics" can be changed to "Life Skills" or "Human Ecology").	Director of Curriculum, Principals		
CONTENT			
4. In each course (e.g., art, literature, mathematics, science, and social studies) in the elementary and secondary schools the content should be sex fair: a) include the contributions and achievements of women, as well as those of men; b) include non-stereotyped portrayals of both men and women.	Director of Curriculum, Subject Coordinators, Teachers		

5. Offer an interdisciplinary course or minicourse about the myths and stereotypes of men and women in American society. The course will be designed for elementary, junior high, or senior high school students.	Director of Curriculum, Department Heads		
6. Revise existing curriculum guides and check new guides for sex fair content and writing styles.	Subject Coordinators		
7. Hold in-service meetings to review changes resulting from sex fairness review of course content and revision of curriculum guides.	Principals		
INSTRUCTIONAL MATERIALS			
8. Distribute sex fairness curriculum guidelines to all staff (Stage Three) to help them identify non-sexist texts and materials for purchase.	Sex Fairness Coordinating Committee		
9. Use sex fairness as one of the criteria for selection when new instructional materials are selected.	School professionals involved in selecting instructional materials		
10. Use strategies to offset current sexist materials: a) use sex fair supplementary materials; b) discuss sex fair alternatives; c) teach students critical evaluation of materials on the basis of fairness to both sexes.	Sex Fairness Coordinating Committee, Teachers		
11. Develop resources and materials to reduce the impact of biased materials.	Director of Curriculum, Subject Coordinator, Curriculum Revision Committee		

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
12. Set up summer workshops to develop sex fair curricular materials.	Director of Curriculum		
13. Make all instructional materials available equally to both sexes, and actively encourage all students to use all types of instructional materials (e.g., toys, books, AV equipment).	Teachers		
14. Arrange classroom so it does not suggest sex stereotypes (e.g., dolls, irons, and dishes not clustered at one end, with trucks, hammers and blocks at the other end).	Primary Teachers		
15. Provide students in physical education with equal access to equipment, practice fields, gymnasiums, school facilities, funding appropriate to the sport, variety in activities and appropriate instruction.	Director of Curriculum, Budget Director, Athletic Director, Physical Education Teachers, Principals		
16. Advise all guest speakers against reinforcing sex-stereotyped roles and biases.	Coordinator of Volunteer Services, Director of Curriculum		
17. Include speakers who work outside the usual stereotypes for assemblies/classroom programs.	Coordinator of Volunteer Services		
18. Inform publishers that materials purchased in the future will be evaluated for fairness to both sexes, and that this will be one of the criteria for selection. Ask publishers for a response to this letter.	Superintendent's Office		

19. Encourage publishers of standardized tests to develop materials that are sex fair and inform them that where more than one test is available, one of the criteria for selection will be sex fairness. Ask for a response from the publishers.	Superintendent's Office	
20. Inform the local media resource center of the district's sex fairness policy and encourage them to include in their offerings films and other materials that are sex fair. Ask for a response.	Superintendent's Office	
INSTRUCTIONAL GROUPING		
21. Make certain that students are not excluded from any course, program of study, or activity because of sex.	Superintendent, Principal, Counselors, Teachers	
22. Where sex stereotyping creates a tendency for one sex to predominate in a course (80% or more), program of study, or activity (e.g., typing, automotive shop), encourage members of the other sex to enroll.	Principals, Counselors, Teachers	
23. Within classes, study groups and committees, assignments should not be made on the basis of sex. When previously existing sex stereotypes influence children to segregate themselves by sex, take professional actions to encourage sex fair choices.	Principals, Counselors, Teachers	

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
24. Make groupings for developmental skill instruction on the basis of diagnostic testing to determine the individual's need in the skill to be taught and not on the basis of sex.	Principals, Counselors, Teachers		
25. Require both boys and girls to fulfill the state mandated hours of practical arts instruction in coeducational classes	Building Principals, Teachers		
26. Require coeducational physical education at the elementary level, and provide it at the secondary level in accordance with Title IX of the Educational Amendments Act of 1972 and state regulations.	Health and Physical Education Coordinators, Physical Education Teachers		
27. Make the Adaptive Remedial Physical Education program available to boys and girls who are unable to participate in the regular physical education program in accordance with state regulations.	Health and Physical Education Teachers		
PROFESSIONAL BEHAVIOR			
28. Maintain standards for the acceptance of behavior for boys and for girls that are the same and not sex biased (e.g., language, behavior, dress).	Principals, Counselors, Teachers		
29. Base expectations of student academic performance on individual needs, interests, and abilities, and not on sex.	Principals, Counselors, Teachers		

30. Make certain that teachers do not assume the responsibility of making sex-biased curriculum decisions for students (e.g. mathematics questions from boys should not be dealt with more thoroughly than questions asked by girls, nor should it be assumed that girls should know more about nutrition than boys).	Principals, Teachers	
31. Through a series of in-service meetings, make certain that teachers continue to expand their awareness of sexist practices and attitudes that do exist in society.	Principals, Teachers	
LIBRARIES/MEDIA CENTERS		
32. Make certain that library sections are not designated for either boys or for girls.	Librarians/ Media Center Specialists	
33. Supply media centers and libraries with bibliographies of sex fair resources to aid in the selection of new materials.	Director of Curriculum, Sex Fairness Coordinating Committee as resource	
34. Subscribe to and make readily available non-sexist periodicals.	Librarians	
35. Libraries and media centers should include sex fair materials in all subject areas.	Director of Curriculum, Librarians/ Media Center Specialists	
36. Libraries and media centers should include a significant number of sex fair materials and books about women.	Librarians/ Media Center Specialists	

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
37. Libraries and media centers should include a significant number of sex fair books by women authors.	Librarians/ Media Center Specialists		
38. Develop bulletin boards and exhibits that highlight the achievements of women.	Librarians/ Media Center Specialists		
Write additional curriculum guidelines here:			
39. *Include examples of family organization other than two-parent in pictures, articles, discussions.*			

NEEDS ASSESSMENT GUIDELINES FOR SCHOOL DISTRICT SEX FAIRNESS

GUIDANCE AND COUNSELING

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
PRACTICES			
1. Counsel male and female students with equal urgency about planning for life-long career commitment.	Director of Student Services, Principals, Counselors		
2. Counsel students to consider all career options, including those not traditionally associated with their sex.	Director of Student Services, Principals, Counselors		
3. Inform all students of changing career opportunities and work patterns as they apply to both men and women.	Counselors, Director of Student Services		
4. Employ sex fair behavior in meeting with parents and inform them of the changing work patterns in the labor market, particularly as they apply to women.	Director of Student Services, Principals, Counselors		
5. Employ sex fair behaviors in all discussions with professional staff regarding students.	Director of Student Services, Principals, Counselors		
6. Hold in-service meetings designed to raise awareness of sex bias and sex stereotyping, and provide means and methods to eliminate these situations in guidance and counseling.	Director of Student Services, Principals		

PROGRAMS		
7. Examine students' perceptions of sex roles so as to assist in providing sex fair counseling to students.	Director of Student Services, Counselors, Teachers	
8. Study the needs of both college and non-college-bound students (boys and girls) in relation to: a) options (traditional and non-traditional) open to boys and girls; b) the number of boys and girls who participate in vo-tech programs; c) the extent boys and girls are counseled to consider all vo-tech programs, including those not traditionally associated with their sex; d) the extent all students are informed of the pay rate and the demand upon graduation when considering selection of any career programs.	Director of Student Services, Counselors	
9. Include in the guidance program models (pictures and persons) of both sexes pursuing a variety of roles, careers, and activities, including non-traditional ones.	Principals, Media Specialists, Counselors, Teachers	
10. Provide opportunities for all students to participate in a wide variety of career experiences (career days, career elective, on-the-job visitation).	Director of Student Services, Director of Career Center, Counselors	

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
11. Inform speakers who are invited to participate in career experiences of school district policy, and request that sex not be used as a factor in discussing careers.	Director of Student Services, Director of Career Center, Building Principals, Counselors, Director of Volunteers		
12. Consider the degree of sex fair counseling when evaluating the guidance program through periodically administered surveys and/or questionnaires.	Director of Student Services		
MATERIALS			
13. Use vocational preference tests that are not sex biased.	Director of Student Services, Principals, Counselors		
14. Review all guidance materials (e.g., filmstrips, cassettes) to determine sexist bias; modify those found to be sexist and/or supplement with sex fair materials. Recommend for purchase materials that are sex fair.	Principals, Counselors, Media Specialists, Teachers		
15. Notify publishers of vocational tests and instructional materials that, in selecting new items, preference will be given to those that are not sex biased. A response should be sought.	Director of Student Services, Counselors		
Write additional guidance and counseling guidelines here:			

NEEDS ASSESSMENT GUIDELINES FOR SCHOOL DISTRICT SEX FAIRNESS

EXTRA-CURRICULAR ACTIVITIES

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
CLUBS			
1. Assure the eligibility of all students for membership in each club.	Administrator in charge of clubs		
2. Revise club titles and/or descriptions to be sex fair (e.g., Girls' Leaders, Boys' Gymnastics).	Administrator in charge of clubs		
3. Recruit and encourage both sexes to participate in clubs that presently have a disproportionate number of a single sex or are sex segregated (e.g., AV club, hospitality club).	Administrator in charge of clubs		
4. Encourage club members to participate in a variety of roles within the club, not only those traditionally associated with their sex (e.g., encourage girls for leadership positions in student council, such as president; or boys in serving positions, such as secretary).	Club Advisors		
INTRAMURALS			
5. Review and evaluate the degree of participation according to sex in the entire intramural program.	Principal in charge of intramurals		

6. Provide an intramural program for both boys and girls with equal access to: a) school facilities b) appropriate instruction; c) scheduled program time; d) all activities; e) equipment, supplies and services; f) coeducational activities; g) funding appropriate to the activity.	Principals in charge of intramurals	
7. Provide opportunity for students to participate in both coeducational and separate intramural teams.	Principal in charge of intramurals	
8. Encourage both sexes to participate in intramural activities that presently have a disproportionate number of a single sex or are sex segregated.	Principals in charge of intramurals	
INTERSCHOLASTICS		
9. Investigate the interscholastic opportunities for boys and girls in the school district. Make specific recommendations regarding possible additional funded sports teams at the high school, junior high, and/or elementary school.	Athletic Directors	
10. Provide an interscholastic program for boys and girls with equal access to: a) school facilities b) coaching; c) scheduling of practice times and games; d) all activities	Athletic Directors	

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
at each level of competition; e) equipment, supplies, and services; f) coeducational activities; g) funding appropriate to the activity.	Athletic Directors, Director of Public Relations		
11. Where sports teams are separated, achieve equal publicity by placing more emphasis at this time on girls' sports in order to equalize recognition (e.g., pep rallies, yearbook coverage, news media coverage).	Athletic Directors		
12. Where sports teams are separated, achieve equal emphasis for girls' sports by scheduling contests on weekends in the main gyms and fields.			
Write additional extra-curricular activities guidelines here:			

NEEDS ASSESSMENT GUIDELINES FOR SCHOOL DISTRICT SEX FAIRNESS

PERSONNEL

Suggested Guidelines	*Suggested Information Source*	*Assessment*	*Draft of District Guideline*
1. Review and revise all district forms to make them sex fair (e.g., marital status, age, number of children should not be used as criteria for employment).	Director of Personnel		
2. Review and revise application forms to include volunteer experience.	Director of Personnel		
3. Review and revise policy and regulation handbook(s) so that content and language are sex fair.	Director of Personnel		
4. Update all policies and regulations to conform to new federal and state mandates with regard to sex bias, and inform staff immediately of changes in laws that affect employment, disability leave, maternity leave.	Director of Personnel		
5. Establish a grievance procedure for those who feel they have been treated unfairly because of sex bias.	Director of Personnel		
6. Revise job titles to make them sex fair (e.g., matron to custodian).	Director of Personnel		
7. Open all jobs to both sexes (e.g., dietitian).	Director of Personnel		
8. Inform teachers of administrative training programs and certification requirements for administrative and supervisory positions.	Director of Personnel, Director of Curriculum, Principals		

9. Recruit and hire in and outside the district qualified candidates for administrative and teaching positions that presently have a disproportionate number of a single sex.	Director of Personnel	
10. Evaluate all staff equally on the basis of performance, regardless of sex.	District Administrators	
11. Remunerate equally all starting staff with equal experience and similar qualifications, regardless of sex.	Director of Personnel	
12. Remunerate equally all staff with equal experience, similar qualifications and performance, regardless of sex. Factors such as marital status and number of children should not be used as criteria for hiring.	Director of Personnel	
13. Establish and keep up to date numerical employment profiles of males/females by job category.	Director of Personnel, Superintendent	
14. Designate an affirmative action officer to carry out affirmative action programs.	Superintendent	
15. Sex fair attitudes, awareness, and behaviors should be important criteria in selection and hiring of all staff members.	Superintendent, Director of Personnel, Principals	

Suggested Guidelines	Suggested Information Source	Assessment	Draft of District Guideline
Write additional personnel guidelines here:			

IMPLEMENTATION OF SEX FAIRNESS GUIDELINES

CURRICULUM

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
COURSE TITLES			
1.			
2.			
3.			
CONTENT			
4.			

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
5.			
6.			
7.			
INSTRUCTIONAL MATERIALS			
8.			
9.			
10.			
11.			

12.

13.

14.

15.

49

16.

17.

18.

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
19.			
20.			
INSTRUCTIONAL GROUPING			
21.			
22.			
23.			

24.

25.

26.

27.

PROFESSIONAL BEHAVIOR

28.

29.

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
30.			
31.			
LIBRARIES/MEDIA CENTERS			
32.			
33.			
34.			
35.			
36.			

37.

38.

Write additional curriculum guidelines here:

IMPLEMENTATION OF SEX-FAIRNESS GUIDELINES

GUIDANCE AND COUNSELING

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
PRACTICES			
1.			
2.			
3.			
4.			
5.			
6.			

PROGRAMS

7.

8.

9.

10.

11.

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
12.			
MATERIALS			
13.			
14.			
15.			
Write additional guidance and counseling guidelines here:			

IMPLEMENTATION OF SEX FAIRNESS GUIDELINES

EXTRA-CURRICULAR ACTIVITIES

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
CLUBS			
1.			
2.			
3.			
4.			
INTRAMURALS			
5.			

6.

7.

8.

INTERSCHOLASTICS

9.

10.

Suggested Guidelines	Person Responsible for Implementation	Schedule	How Accomplishment Will Be Measured
11.			
12.			
Write additional extra-curricular activities guidelines here:			

IMPLEMENTATION OF SEX FAIRNESS GUIDELINES

PERSONNEL

Suggested Guidelines	*Person Responsible for Implementation*	*Schedule*	*How Accomplishment Will Be Measured*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

9.		
10.		
11.		
12.		
13.		
14.		
15.		
Write additional personnel guidelines here:		

In 1973, Air Force Major General Jeanne M. Holm was the first woman in the military to achieve this rank.

SELF-EVALUATION CHECKLISTS

ADMINISTRATOR'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR*

Directions

1. Rate yourself for each numbered item.
2. Review your ratings, then evaluate your overall performance by marking the continuum.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex fair; for example, if your rating for item 2, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist language during the next week and ask my family and friends to make me aware of errors."
4. Repeat steps 1-3 above for all headings.

Notes

1. Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.
2. All items in the checklist are appropriate for building administrators, such as principals. Many items are also appropriate for central administrators. Even when specific items do not apply to the actual situation of a particular administrator, such behaviors may be an important consideration when making joint policy decisions within the school system. The checklist can be used to sensitize administrators to such behavior.

Suggestions for Use

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.
- They are not meant to rate people but to help identify what may be unconscious sexist behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

---

* *Developed by E. I. Newcombe*

ADMINISTRATOR'S BEHAVIOR

	Check Below				
	Always	Often	Some-times	Never	N/A
1. *Attitude*. I take the idea of equality seriously; for example, I do not put down men or women or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. *Language*. I use non-sexist language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
3. *Generalizations*. I avoid generalizations that refer to gender; for example, "you drive like a woman" or "you think like a man."	☐	☐	☐	☐	☐
4. *Facts*. I use accurate factual knowledge about the current economic and legal status of women and men of all races.	☐	☐	☐	☐	☐
5. *Comparisons*. I avoid comparisons of teachers or students based on gender; for example, I would not say "women cannot discipline as well as men," or "the girls are working harder than the boys."	☐	☐	☐	☐	☐
6. *Equal Attention*. I give equal attention to teachers and students of both sexes; for example, I do not show preference for one over the other by asking professional advice from only teachers of one sex or by giving the students of one sex more responsibility than those of the other.	☐	☐	☐	☐	☐
7. *Values*. I reinforce the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.	☐	☐	☐	☐	☐
8. *Model*. I act as a model of non-sexist behavior by performing activities traditionally thought to be done by the opposite sex; for example, if male, I offer coffee and refreshments at meetings; if female, I conduct maintenance inspections.	☐	☐	☐	☐	☐
9. *Careers*. I publicly acknowledge the appropriateness of a wide range of career choices, interests, and roles for both sexes.	☐	☐	☐	☐	☐

I act as a model of non-sexist behavior (actions and words) in school. I convey to the faculty and the students the importance of equality and the appropriateness for both sexes of a wide range of roles and interests.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself under "Administrator's Behavior." List below specific goals for increasing sex fair behavior.

-
-
-

INTERACTIONS WITH OTHERS

	Check Below				
	Always	Often	Sometimes	Never	N/A
10. Student Activities -- Equal Opportunity. I recommend all school activities to both boys and girls; I do not expect girls to have typically feminine interests and boys typically masculine interests.	☐	☐	☐	☐	☐
11. Recognition of Achievement. I give equal attention to the academic and extra-curricular achievements of both sexes; for example, I recognize the athletic achievements of both girls and boys.	☐	☐	☐	☐	☐
12. Academic Expectations. I have the same expectations of academic achievement for boys as for girls; for example, I do not expect girls to usually excel in verbal skills and boys to usually excel in mathematics.	☐	☐	☐	☐	☐

13. Expression of Emotions. I permit all children to show their emotions without regard to gender so long as such behavior is within school rules.

	Always	Often	Some-times	Never	N/A
14. Non-Sexist Student Behavior. I require students of both sexes to treat each other as equals; for example, I do not allow sexist remarks by students to go continually unchallenged.	☐	☐	☐	☐	☐
15. Behavioral Expectations -- Student Discipline. I expect the same behavior from all students and enforce the discipline code without regard to sex; for example, I do not treat girls who are fighting differently than I would treat boys.	☐	☐	☐	☐	☐
16. Student Duties. In assigning girls and boys to school duties and responsibilities, I do this on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment and supplies.	☐	☐	☐	☐	☐

I have equal academic and behavioral expectations for girls and boys; I acknowledge the acceptability of the same emotions and interests in boys and girls.

Mark the continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Interactions with Others. List below specific goals for increasing sex fair behavior:

-
-
-

ADMINISTRATIVE/SUPERVISORY FUNCTIONS

Check Below

	Always	Often	Some-times	Never	N/A
17. Implement Guidelines. I actively work to implement school district guidelines to eliminate sexism.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
18. Resources. I provide leadership and encouragement to others (teachers, staff, parents, students) working to eliminate discrimination; for example: a. I help make non-sexist, multicultural curriculum resources available to teachers; b. I arrange for in-service programs; and c. I counsel staff who make the goal of equality difficult to achieve.	☐	☐	☐	☐	☐
19. Standards for Evaluation. My evaluation standards are the same for women and men; I evaluate all staff against standards of achievement and performance; for example, I avoid evaluations based on stereotyped expectations.	☐	☐	☐	☐	☐
20. Staff Self-Evaluation; In-Service Training. Because I recognize that individual efforts to identify and reduce sexist behavior are important elements of professional development: a. I encourage an ongoing program of staff self-evaluation of non-sexist behavior, and b. I provide frequent opportunities for staff training to increase non-sexist practices.	☐	☐	☐	☐	☐
21. Hiring. I exhibit a non-sexist attitude in my hiring practices; for example, when hiring a new staff member: a. I choose the best-qualified person for the position without regard to sex; b. I seek non-sexist candidates for vacancies; and c. I believe in the importance of role models; therefore, when I have a choice of equally qualified candidates [illegible] both sexes for a position, I choose the candidate who will correct existing imbalances of men and women within specific grade levels or subject areas.	☐	☐	☐	☐	☐
22. Standards of Professional Behavior. I set the same standards of professional behavior for women and men; teachers are not excused from performing duties nor assigned duties because of their sex.	☐	☐	☐	☐	☐

	Always	Often	Sometimes	Never	N/A
23. Career Development. I help both men and women explore all areas of career development in education; for example, I assume that both sexes are interested in administration and classroom teaching as career choices.	☐	☐	☐	☐	☐
24. Assignment of Additional Duties. I assign additional school duties on the basis of ability, not gender; for example, I avoid reserving duties such as patrolling the hallways or the parking lot for members of one sex.	☐	☐	☐	☐	☐
25. Guidance in Performing Duties. When members of one sex seem less able to perform duties than the opposite sex (because of past socialization or expectations), I provide the training or guidance that will help people to become competent in these areas in the future; for example, I train women to handle discipline duties on the school grounds or in the parking lot at the secondary school level, and I train women to handle sports groups and men to direct craft activities at the elementary school level.	☐	☐	☐	☐	☐
26. Curriculum. I insure that the school curriculum is non-sexist; for example, I plan for a curriculum: a. that addresses the needs and interests of both girls and boys; b. that recognizes the contributions of both sexes; c. that provides for the equal treatment of both sexes in all subject areas; and d. that helps boys and girls explore the wide range of roles and career options available to them.	☐	☐	☐	☐	☐
27. Availability of Classes, Clubs. I make certain all school facilities, classes, clubs and equipment are equally available to all students.	☐	☐	☐	☐	☐
28. Investigating Sexual Discrimination. I administer or support a formalized procedure for investigating and/or rectifying claims of sexual discrimination within my area of supervision.	☐	☐	☐	☐	☐
29. Sexist Behavior in Staff. I counsel staff who exhibit sexist behavior and I urge recommended changes to them.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
30. Assigning Positions of Responsibility. I assign both women and men to positions of authority or responsibility; for example, I assign members of both sexes to serve as an acting principal when I am absent from the building or to chair school committees.	☐	☐	☐	☐	☐
31. Budgetary Allocations. I allocate funds for the purchasing of non-sexist, multicultural instructional materials; for example: a. when teachers are ordering new materials, I urge them to include non-sexism as one criteria for purchasing, and b. I suggest teachers supplement sexist textbooks currently in use with new non-sexist learning materials.	☐	☐	☐	☐	☐
32. Contact with Parents. I use my contacts with parents to further non-sexist education by: a. communicating to parents the goals and activities of non-sexist education; b. encouraging parents to look at their sons and daughters as individuals rather than as sexual stereotypes, specifically in the expression of human emotion, in the availability of career choices and in the equality of educational opportunities.	☐	☐	☐	☐	☐

I perform all administrative duties in a sex fair manner. I provide the leadership necessary to realize the goal of non-sexist education.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself under Administrative/Supervisory Functions. List below specific goals for increasing sex fair behavior:

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-
-

TEACHER'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR*

Directions

1. Rate yourself for each numbered item.
2. Review your ratings, then evaluate your overall performance by marking the continuum.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex fair; for example, if your rating for item 7, "Language," fell with in the "sometimes" column, you might write as a goal: "I will avoid using sexist language during next week and ask my family and friends to make me aware of errors."
4. Repeat steps 1-3 above for all headings.

Note: Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.

Suggestions for Use

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.
- They are not meant to rate people but to help identify what may be unconscious sexist behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

---

* *Developed by: E. I. Newcombe*

TEACHER'S BEHAVIOR	Check Below				
	Always	Often	Some-times	Never	N/A
1. Attitude. I take the idea of equality seriously; for example, I do not put down men or women, or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. Language. I use non-sexist language; in other words, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
3. Generalizations. I avoid generalizations that refer to sex stereotyping; for example, "you drive like a woman," "you think like a man."	☐	☐	☐	☐	☐
4. Types of Examples. I use examples in my teaching showing both men and women with a wide range of feelings, interests, and career choices.	☐	☐	☐	☐	☐
5. Facts. I display and use accurate factual knowledge about the current economic and legal status of women and men of all races.	☐	☐	☐	☐	☐
6. Supplementary Materials Used. I supplement inadequate treatment of either sex in classroom materials by adding information or by discussing the inaccurate portrayal of people's roles.	☐	☐	☐	☐	☐
7. Comparisons. I avoid comparison of students based on gender; for example, I would not say, "the girls are working harder than the boys."	☐	☐	☐	☐	☐
8. Equal Attention. I give equal attention to boys and girls; I do not show preference for one sex over the other.	☐	☐	☐	☐	☐
9. Discipline. I discipline both sexes in the same way.	☐	☐	☐	☐	☐
10. Values. I reinforce student expression of values without regard to their sex, so that both boys and girls can express assertiveness and gentleness.	☐	☐	☐	☐	☐

	Always	Often	Sometimes	Never	N/A
11. Vocational Interests. I help students explore all vocational interests, not only those traditionally associated with their sex.	☐	☐	☐	☐	☐
12. Model. I act as a model of non-sexist behavior by performing activities traditionally thought to be more easily done by the opposite sex; that is, if female, I run AV equipment and lift boxes; if male, I perform clerical duties and dust shelves.	☐	☐	☐	☐	☐
13. Grades. My grading patterns do not favor boys or girls, but reflect individual accomplishments.	☐	☐	☐	☐	☐

I model sex fair behavior (actions and words) in the classroom. I convey to my students the importance of equality and the appropriateness for both sexes of a range of roles and interests.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on "Teacher's Behavior." List below specific goals for increasing sex fair behavior:

-
-
-

INTERACTIONS WITH OTHERS

Check Below

	Always	Often	Sometimes	Never	N/A
14. Academic Performance. I expect equal academic performance from boys and girls; that is, girls are not assumed to be better in verbal skills and boys superior in math and science.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
15. Student Interests. I recognize that children may have interests not traditionally associated with their sex; I do not expect girls to have typically feminine interests, and boys typically masculine interests.	☐	☐	☐	☐	☐
16. Classroom Behavior. I expect the same behavior from girls and boys; for example, I do not expect chivalrous behavior only from boys, tolerate language (slang, swearing) from boys that girls may not use or require neatness from girls and not from boys.	☐	☐	☐	☐	☐
17. Expression of Emotions. I permit all children to show their emotions without regard to sex (within the limitation of classroom rules).	☐	☐	☐	☐	☐
18. Non-Sexist Behavior. I require students of both sexes to treat each other as equals; for example, I encourage students to include others of both sexes in all activities, and I do not allow the sexist remarks of students to go continually unchallenged.	☐	☐	☐	☐	☐

I have the same academic and behavioral expectations for boys and girls; I acknowledge the acceptability of the same emotions and interests in boys and girls.

Mark the continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider your ratings under Interactions with Others. List below specific goals for increasing sex fair behavior:

•

•

•

INSTRUCTIONAL TASKS

	Check Below				
	Always	Often	Some-times	Never	N/A
19. Bulletin Boards. All visual materials in my classroom are non-sexist and non-racist, showing men and women in a variety of roles which reflect the many interests of girls and boys.	☐	☐	☐	☐	☐
20. Supplementary Materials Available. When the treatment of either men or women is inadequate in a textbook, I have supplementary material readily available to students; for example, reference books about significant women in history or science or family living books that explain the role of a father.	☐	☐	☐	☐	☐
21. Dividing Students. I avoid dividing or grouping students on the basis of sex; for example, in lunch lines, in seating, or for academic or athletic competition.	☐	☐	☐	☐	☐
22. Activities and Assignments. I recommend all classroom activities to both boys and girls; for example, I suggest both boys and girls try cooking or a woodworking project as optional activities.	☐	☐	☐	☐	☐
23. Classroom Duties. I assign classroom chores and duties without regard to sex; for example, both boys and girls carry chairs, run AV equipment, take notes during classroom meetings, and water plants.	☐	☐	☐	☐	☐

I plan classroom activities so that sex is not a criterion for organization; the classroom environment gives girls and boys the same kind of educational experience.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Instructional Tasks. List below specific goals for increasing sex fair behavior:

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•

•

EXTRA-CURRICULAR ACTIVITIES

Check Below

	Always	Often	Some-times	Never	N/A
24. Availability of facilities, equipment, clubs. I make all school facilities, equipment, and clubs equally available to all students.	☐	☐	☐	☐	☐
25. Recognition of Achievement. I give equal attention to the extra-curricular achievements of boys and girls; for example, I acknowledge the athletic achievements of both sexes.	☐	☐	☐	☐	☐
26. Service Projects. I suggest that both girls and boys work on service projects.	☐	☐	☐	☐	☐
27. Participation in Extra-Curricular Activities. I encourage boys and girls to participate in all extra-curricular activities; for example, sports, cheerleading, library club, stage crew.	☐	☐	☐	☐	☐
28. Role in Extra-Curricular Activities. I encourage boys and girls to participate in a variety of roles within extra-curricular activities; for example, committee head, hospitality committee, secretary, treasurer, president, etc.	☐	☐	☐	☐	☐

I give boys and girls equal recognition and encouragement in extra-curricular activities.

Mark the continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider your ratings under "Extra-Curricular Activities." List below specific goals for increasing sex fair behavior:

-
-
-

COUNSELOR'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR*

Directions

1. Rate yourself for each numbered item.
2. Review your ratings, then evaluate your overall performance.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex fair; for example, if your rating for item 4, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist language during next week and ask my family and friends to make me aware of errors."
4. Repeat steps 1-3 above for all headings.

Note: Items which include examples are suggested applications of the item; they are not meant to be all inclusive.

Suggestions for Use

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.
- They are not meant to rate people but to help identify what may be unconscious sexist behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

---

* *Developed by: E. I. Newcombe and the Guidance Counselors of the Tredyffrin/Easttown School District.*

COUNSELOR'S BEHAVIOR

Check Below

	Always	Often	Sometimes	Never	N/A
1. Attitude. I take the idea of equality seriously; for example, I do not put down men or women or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. Values. I reinforce the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.	☐	☐	☐	☐	☐
3. Model. I act as a model of non-sexist behavior by performing activities traditionally thought to be more easily done by the opposite sex.	☐	☐	☐	☐	☐
4. Language. I use non-sexist language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
5. Generalizations. I avoid generalizations that refer to gender; for example, I would not say "you drive like a woman" or "you think like a man."	☐	☐	☐	☐	☐
6. Comparisons. I avoid comparisons of teachers or students based on gender; for example, I would not say "women cannot discipline as well as men," or "the girls are working harder than the boys."	☐	☐	☐	☐	☐
7. Careers. I publicly acknowledge the appropriateness of a wide range of career choices, interests and roles for both sexes.	☐	☐	☐	☐	☐
8. Factual Information. I use accurate information about the current economic, social and legal status of men and women of all races.	☐	☐	☐	☐	☐

When performing guidance duties, I act as a model of sex fair behavior (action and words). I convey to students, parents and other professionals the importance of equality and the appropriateness for both sexes of a wide range of roles and interests.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Counselor's Behavior. List below specific goals for increasing sex fair behavior:

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INTERACTIONS WITH OTHERS

Check Below

	Always	Often	Sometimes	Never	N/A
9. Expression of Emotions. I allow children to display their emotions without regard to sex.	☐	☐	☐	☐	☐
10. Student Interests. Because I realize that children may have interests not traditionally associated with their sex, I encourage them to pursue a wide variety of activities not limited by sexual stereotypes.	☐	☐	☐	☐	☐
11. Academic Performance. I expect equal academic performance from boys and girls; that is, girls are not assumed to be better in verbal skills and boys superior in math and science.	☐	☐	☐	☐	☐
12. Student Behavior. I expect the same behavior from girls and boys; for example, I do not expect chivalrous behavior only from boys, tolerate language (slang, swearing) from boys that girls may not use, or require neatness from girls and not from boys.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
13. Evaluation. My evaluation standards do not favor boys or girls but reflect individual accomplishments.	☐	☐	☐	☐	☐
14. Types of Examples. In counseling others I use examples showing both men and women with a wide range of feelings, interests and career choices.	☐	☐	☐	☐	☐
15. Groups. When forming guidance groups, I carefully determine whether single-sex or mixed groups will best further goals of personal development; for example, I may form mixed value exploration or career groups; however, I may form single-sex groups when dealing with problems of interpersonal relationships.	☐	☐	☐	☐	☐
16. Personal Counseling. When involved in personal counseling situations with students and teachers, I attempt to build positive sex-role images in individuals, and try to help others resolve sex-role conflicts.	☐	☐	☐	☐	☐
17. Encouragement to Others. I provide encouragement to others (teachers, staff, parents, students) working to eliminate discrimination; for example:	☐	☐	☐	☐	☐
a. I help make non-sexist curriculum resources available to teachers; b. I arrange for in-service programs; c. I help others evaluate school programs to achieve non-sexist goals.	☐	☐	☐	☐	☐
18. Parent Expectations. I encourage parents to look at their sons and daughters as individuals rather than as male or female stereotypes; for example, in the expression of human equality of career choices, and in the equality of educational opportunities.	☐	☐	☐	☐	☐

I expect equal academic performance and behavior from girls and boys and acknowledge the acceptability of the same emotions and interests in all students. I encourage parents and other professionals to be sex fair.

Mark the continuum:

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basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Interactions with Others. List below specific goals for sex fair behavior:

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INFORMATION AND CURRICULUM SERVICES

	Check Below				
	Always	Often	Sometimes	Never	N/A
19. Implementation of Guidelines. I actively work to implement school district guidance guidelines to eliminate sexism.	☐	☐	☐	☐	☐
20. Curriculum. I help insure that the school curriculum is non-sexist; for example, I plan for a curriculum a. that addresses the needs and interests of both girls and boys; b. that recognizes the contributions of both sexes; c. that provides for the equal treatment of both sexes in all subject areas; and d. that helps boys and girls explore the wide range of roles and career options available to them.	☐	☐	☐	☐	☐
21. Course Selection. I recommend all courses to both boys and girls on the basis of individual need, interest and ability, not on the basis of traditional sex stereotypes.	☐	☐	☐	☐	☐
22. Testing. I use non-sexist testing materials; for example, I use non-sexist interest inventories and career surveys.	☐	☐	☐	☐	☐
23. Career Materials. I use non-sexist materials to help students explore all vocational interests, not only those traditionally associated with their sex.	☐	☐	☐	☐	☐
24. College and Scholarship Materials. I make available college and scholarship information that informs students of equal opportunities for men and women; for example, materials on college majors and athletic scholarships for both sexes.	☐	☐	☐	☐	☐

	Always	Often	Sometimes	Never	N/A
25. Availability of Clubs, Classes and Facilities. I inform students and parents that all school facilities, classes, clubs and equipment are equally available to all students.	☐	☐	☐	☐	☐
26. Supplementary Materials. I supplement inadequate treatment of either sex in guidance materials by adding information or by discussing the inaccurate portrayal of people's roles.	☐	☐	☐	☐	☐
27. Visual Materials. All visual materials used in guidance activities are non-sexist; for example, bulletin boards on career choices show men and women in a variety of roles and occupations.	☐	☐	☐	☐	☐

I work to implement guidelines for sex fairness when providing guidance information or developing the curriculum.

Mark the continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider below how you rated yourself on Information and Curriculum Services. List below specific goals for increasing sex fair behavior:

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-
-

MEDIA SPECIALIST'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR*

Directions

1. Rate yourself for each numbered item.
2. Review your ratings, then evaluate your overall performance.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex fair; for example, if your rating for item 2, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist language during next week and ask my family and friends to make me aware of errors."
4. Repeat steps 1-3 above for all headings.

Note: Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.

Suggestions for Use

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.
- They are not meant to rate people but to help identify what may be unconscious sexist behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

---

* *Developed by: E. I. Newcombe and the Media Specialists of the Tredyffrin/Easttown School District.*

MEDIA SPECIALIST'S BEHAVIOR

	Check Below				
	Always	Often	Sometimes	Never	N/A
1. **Attitude**. I take the idea of equality seriously; for example, I do not put down men or women, or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. **Language**. I use non-sexist language in oral and written communications to students and staff; I avoid generalizations that refer to sex stereotyping. For example, I do not refer to all authors as "he" or all librarians as "she"; I do not say "that is a boy's book."	☐	☐	☐	☐	☐
3. **Types of Examples**. I use examples when teaching library skills or in book talks which show men and women with a wide range of feelings, interests and career choices.	☐	☐	☐	☐	☐
4. **Facts**. I display and use accurate factual knowledge about the current economic and legal status of women and men of all races.	☐	☐	☐	☐	☐
5. **Comparisons**. I avoid comparisons of students based on gender; for example, I would not say, "the girls are quieter in the library than the boys."	☐	☐	☐	☐	☐
6. **Equal Attention**. I give equal attention to girls and boys; I do not show preference for one sex over the other.	☐	☐	☐	☐	☐
7. **Model**. I act as a model of non-sexist behavior by performing activities traditionally thought to be more easily done by the opposite sex; that is, if female, I run AV equipment and lift boxes; if male, I perform clerical duties and dust shelves.	☐	☐	☐	☐	☐

I act as a model of non-sexist behavior (action and words) in the media center. I convey to students and staff the importance of equality and the appropriateness for both sexes of a range of roles and interests.

Mark the continuum:

---

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Media Specialist's Behavior. List below specific goals for increasing sex fair behavior:

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INTERACTIONS WITH OTHERS

	Check Below				
	Always	Often	Sometimes	Never	N/A
8. Discipline. I discipline both sexes in the same way.	☐	☐	☐	☐	☐
9. Values. I recommend readings which reinforce student expression of values without regard to their sex, and encourage both boys and girls to express both assertiveness and gentleness.	☐	☐	☐	☐	☐
10. Vocational Interests. I help students explore all vocational interests, not only those traditionally associated with their sex.	☐	☐	☐	☐	☐
11. Dividing Students. I avoid dividing or grouping students on the basis of sex.	☐	☐	☐	☐	☐
12. Activities and Books. I recommend all media center activities to both boys and girls; for example, I suggest both boys and girls read cookbooks, sport stories or craft books.	☐	☐	☐	☐	☐
13. Housekeeping Duties. I assign duties without regard to sex; for example, both boys and girls run AV equipment and check out books. I recruit both girls and boys as library aides.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
14. Academic Performance. I expect equal academic performance from boys and girls; that is, girls are not assumed to have better library skills or to be better readers than boys.	☐	☐	☐	☐	☐
15. Grades. When teaching library and research skills, my assignments and grading patterns do not favor boys or girls, but reflect individual needs and accomplishments.	☐	☐	☐	☐	☐
16. Media Center Behavior. I expect the same behavior from girls and boys; for example, I do not tolerate more rowdiness from boys than from girls, nor do I expect more careful treatment of materials from girls than from boys.	☐	☐	☐	☐	☐
17. Non-Sexist Behavior. I require students of both sexes to treat each other as equals; for example, I encourage students to include others of both sexes in all activities, and I do not allow sexist remarks of students to go continually unchallenged.	☐	☐	☐	☐	☐

I have equal academic and behavioral expectations for girls and boys; I acknowledge the acceptability of the same interests and emotions in boys and girls.

Mark the continuum:

____

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Interactions with Others. List below specific goals for increasing sex fair behavior:

-
-
-

MEDIA CENTER SERVICES AND MATERIALS

Check Below

	Always	Often	Sometimes	Never	N/A
18. Media Center Administration. I insure that media center materials reflect non-sexist goals of education; for example: a. the contributions of authors of both sexes are well represented; b. fiction and non-fiction books are available that favorably depict men and women in a variety of roles, life styles, and career choices; c. reference materials present accurate information on the economic, political, and social conditions of both sexes. If materials do not meet the goals of non-sexist education, I am implementing a plan to overcome existing deficiencies by acquiring new materials.	☐	☐	☐	☐	☐
19. Materials Recommended. I recommend non-sexist materials to students and staff whenever possible. If materials have to be used that have a sexist bias, I recommend supplementary materials for balance.	☐	☐	☐	☐	☐
20. Visual Materials. All displays and visual materials are non-sexist, showing men and women in a variety of roles.	☐	☐	☐	☐	☐
21. Materials Available to Students. I make non-sexist library materials easily available to students by placing these materials in convenient areas of the media center and by recommending such materials whenever appropriate.	☐	☐	☐	☐	☐
22. Non-Sexist Resources for Faculty. I maintain a professional library of non-sexist materials and have available bibliographies of non-sexist resources which teachers may use for curriculum planning and ordering materials.	☐	☐	☐	☐	☐

I insure that media center materials reflect the goals of non-sexist education by making appropriate materials available and by recommending them to students and staff.

Mark the continuum:

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basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Media Center Services and Materials. List below specific goals for increasing sex fair behavior:

PHYSICAL EDUCATION INSTRUCTOR'S SELF-EVALUATION OF NON-SEXIST BEHAVIOR*

Directions

1. Rate yourself for each numbered item.
2. Review your ratings, then evaluate your overall performance.
3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more sex fair; for example, if your rating for item 2, "Comparisons," fell within the "sometimes" column, you might write as a goal: "I will avoid using sexist comparisons during next week and ask my family and friends to make me aware of errors."
4. Repeat steps 1-3 above for all headings.

Note: Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.

Suggestions for Use

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.
- They are not meant to rate people but to help identify what may be unconscious sexist behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

---

* *Developed by: E. I. Newcombe and K. Cowperthwait*

PHYSICAL EDUCATION TEACHER'S BEHAVIOR

Check Below

	Always	Often	Sometimes	Never	N/A
1. Attitude. I take the idea of equality seriously; for example, I do not put down men or women or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. Comparisons. I avoid comparisons of students based on gender; for example, I would not say "the boys are better runners than the girls" or "the girls jump rope better than the boys."	☐	☐	☐	☐	☐
3. Discipline. I discipline both sexes in the same way.	☐	☐	☐	☐	☐
4. Equal Attention. I give equal attention to boys and girls. I do not show preference for one sex over the other.	☐	☐	☐	☐	☐
5. Facts. I display and use accurate factual knowledge about the recreational and professional opportunities of men and women in sports.	☐	☐	☐	☐	☐
6. Generalizations. I avoid generalizations based on sex stereotyping; for example, "you throw like a girl" or "boys are stronger than girls."	☐	☐	☐	☐	☐
7. Interests. I help students enjoy and explore various interests, not only those traditionally associated with their sex; for example, I encourage girls and boys in ice and field hockey.	☐	☐	☐	☐	☐
8. Model. I act as a model of non-sexist behavior by performing activities traditionally thought to be more easily done by the opposite sex.	☐	☐	☐	☐	☐
9. Enthusiasm. I demonstrate enthusiasm for all physical education class activities, not only those which have been traditionally associated with my sex.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
10. **Examples**. I use examples in my teaching that show men and women with a range of feelings, interests, and sport preferences.	☐	☐	☐	☐	☐
11. **Values**. I reinforce student expression of values without regard to their sex, so that both boys and girls can express assertiveness and gentleness.	☐	☐	☐	☐	☐
12. **Student Evaluation**. My evaluation methods do not favor boys or girls, but reflect individual accomplishments.	☐	☐	☐	☐	☐

I model sex fair behavior (actions and words) in physical education classes. I convey the importance of equality and the appropriateness for both sexes of a range of roles and activities.

Mark the Continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Teacher's Behavior. List below specific goals for increasing sex fair behavior:

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INTERACTIONS WITH OTHERS

Check Below

	Always	Often	Some-times	Never	N/A
13. **Academic Performance**. I expect equal academic performance from boys and girls; for example, both are required to understand the strategies of football and to know the sequence of dance steps.	☐	☐	☐	☐	☐
14. **Physical Performance**. Girls and boys are expected to perform exercises or activities to the best of their abilities; standards are not set on the basis of sex.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
15. **Student Interests**. I recognize and encourage the individual interests of children, regardless of traditional attitudes. I do not expect one sex to be more interested in an activity or competition than the other.	☐	☐	☐	☐	☐
16. **Classroom Behavior**. I expect the same behavior from boys and girls; for example, I do not tolerate language (slang, swearing) from boys that girls may not use; I do not expect boys to move the equipment any more than I expect girls to move it.	☐	☐	☐	☐	☐
17. **Expression of Emotions**. I permit all children to show their emotions without regard to sex so long as such behavior is within school rules.	☐	☐	☐	☐	☐
18. **Non-Sexist Behavior**. I require both sexes to treat each other with mutual respect; for example, I encourage students to include others of both sexes in all activities, and I do not allow the sexist remarks of students to go unchallenged.	☐	☐	☐	☐	☐
19. **Fitness Test**. I encourage girls and boys to perform all areas of the President's Physical Fitness Test without regard to the sexist separation of some activities; for example, both sexes perform flexed arm hangs and pull-ups.	☐	☐	☐	☐	☐

I have the same physical and behavioral expectations for boys and girls; I acknowledge the acceptability of the same emotions and interests in both sexes.

Mark the continuum:

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basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Interactions with Others. List below specific goals for increasing sex fair behavior:

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PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

Check Below

	Always	Often	Sometimes	Never	N/A
20. Warm-up, Skill Activities. All physical education warm-up and skill development activities are non-sexist, with both boys and girls participating in them; for example, both sexes perform pull-ups, jump rope, and throw footballs.	☐	☐	☐	☐	☐
21. Games and Sports. Instruction in a wide variety of sports and games is provided to both girls and boys in all physical education classes; for example, both sexes learn to play soccer, run in track events, participate in modern dance, and perform gymnastic routines.	☐	☐	☐	☐	☐
22. Dividing Students. I avoid dividing or grouping students on the basis of sex; for example, in developing teams for competition, in learning a new skill or sport activity or in selecting leaders.	☐	☐	☐	☐	☐
23. Class Duties, Responsibilities. I assign chores or duties without regard to sex; for example, both boys and girls carry and set up equipment such as balance beams or keep score. Experienced performers in a sport are expected to teach their skills to members of either sex.	☐	☐	☐	☐	☐
24. Printed, Visual Materials. Printed and visual materials are non-sexist, showing men and women in a variety of recreational or professional sports which reflect the many interests of boys and girls.	☐	☐	☐	☐	☐
25. Objectives. Long-and short-range goals for the physical education program are sex fair. Plans consider the needs and interests of boys and girls equally.	☐	☐	☐	☐	☐
26. Coed Classes. I comply with state and federal regulations by providing coeducational experiences in physical education for boys and girls.	☐	☐	☐	☐	☐

I plan physical education activities so sex is not a criterion for organization; both boys and girls are exposed to the same kind of educational experience.

Mark the continuum:

basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Physical Education Instructional Program. List below specific goals for increasing sex fair behavior:

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EXTRA-CURRICULAR ACTIVITIES

Check Below

	Always	Often	Sometimes	Never	N/A
27. School Facilities, Equipment. I make all school facilities and equipment equally available to all students; I recognize the need for each sport to receive the appropriate equipment, supplies and services. For example, boys and girls share equally in use of the swimming pool; both sexes have the similar equipment and uniforms when they play baseball.	☐	☐	☐	☐	☐
28. Coaching. I expect boys and girls to have qualified coaches in all sports. Both sexes should receive equal attention from the coaching staff.	☐	☐	☐	☐	☐
29. Scheduling. I expect the same type of practice and game schedules for all teams relevant to their specific sport.	☐	☐	☐	☐	☐
30. Funding. I expect the funding for each sport to be based on the needs, numbers involved and the fixed cost of a specific sport. Sports that have both girls' and boys' teams should be funded equally.	☐	☐	☐	☐	☐

	Always	Often	Some-times	Never	N/A
31. Participation. I encourage girls and boys to participate in extra-curricular activities according to their interests; for example, I encourage girls to play soccer and boys to cheerlead if they have an interest.	☐	☐	☐	☐	☐
32. Recognition. I give equal attention to the extra-curricular achievements of both sexes; for example, I recognize and congratulate both boys and girls on exceptional performances in track or figure skating.	☐	☐	☐	☐	☐

I make all school facilities and resources equally available to boys and girls participating in extra-curricular activities; I give the same encouragement and recognition to both sexes.

Mark the continuum:

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basically sex fair	need improvement	need some improvement	need much improvement

Consider how you rated yourself on Extra-Curricular Activities. List below specific goals for increasing sex fair behavior:

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-
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Yynne Cox holds the record for the fastest
time of swimming the English Channel
from France to England. (9 hrs., 57 min., July '72.)

IMPLEMENTING SEX FAIR EDUCATION: THE ADMINISTRATOR'S ROLE

INTRODUCTION

Administrators will play a key role in making sex fair education a reality in your district. Unless they understand the goals of your sex fairness program and their responsibilities for putting the program into effect, they'll be unable to help bring about change. Therefore, an in-service workshop is essential to prepare them for this responsibility.

Initially, most educators know little about sex fair education, so the workshop will give them facts and background information about sexism and will provide a forum for discussion and questions. After they learn how to identify sexism in the areas they supervise, they will draw up action plans for eliminating sex bias in those areas.

As a result of the workshop, administrators will be prepared to carry out their action plans and will be prepared to make the day-to-day decisions that affect the program in their professional areas. They'll handle questions and problems as they come up, communicate program goals to parents and community, advise teachers and staff as they make curriculum changes, and screen job applicants for sex fairness. In essence, they'll be ready to bring about sex fair education smoothly and naturally. For all these reasons, it's important to schedule the administrators' workshop before in-service meetings for other staff members. If this is not possible, the workshop can take place at the same time as other sex fairness in-service meetings.

The materials provided here include information on sexism in schools, suggestions for using professional self-evaluation checklists, and an instructional minipackage designed to assist administrators to develop individual action plans for their individual areas of responsibility. Out of individual self-evaluation and consideration of district Sex Fairness Guidelines, an administrator will develop the individual action plan to make his or her area of responsibility sex fair.

STEERING COMMITTEE

As a member of the Administrators' Workshop Steering Committee, you are going to organize and lead this workshop, which is organized into four half-day sessions; it can take place during the school year or in the summer. In order to complete this task you will want to review each of the agendas and related materials provided. You will need to get together as a Steering Committee two or three times prior to the first workshop session. Then you can decide how to adapt the materials and agendas provided so that they fit into your own district's time schedule; you will also need to decide who will be responsible for each activity in each of the four half-day sessions.

After the meetings have been planned, it may be wise to devote some attention to the way in which the meetings are to be conducted. Encourage frank discussion of sex fairness issues and provide an atmosphere in which open criticism of meeting procedures and activities can take place. Refer to the section "Dealing with Audience Responses," pages 22-24 of the Stage Two Manual, for additional suggestions.

OBJECTIVES

Begin planning for the workshop by setting objectives. Here are some objectives that would be accomplished by the workshop model provided here.

- To explore facts about the current social and economic status of women and men
- To identify relationships between those facts and school district administrators' responsibilities
- To identify sex fair professional behaviors
- To develop individual action plans for eliminating sexism in each area of responsibility

The chart on the following page provides an overview of workshop objectives, tasks and materials.

SCHEDULE AND ORGANIZATION

After you have made plans for the workshop, it is important to notify all administrators of the meeting dates. This notice, along with an outline for all of the meetings, can be sent by the district superintendent. A sample superintendent's memo and workshop outline are provided on pages 104-105. In this way participants know in advance what the overall plans are and how each meeting fits into the general structure.

IMPLEMENTING SEX FAIR EDUCATION: THE ADMINISTRATOR'S ROLE

A WORKSHOP

TIME	*OBJECTIVES*	*MAJOR TASKS*	*MATERIALS*
Meeting 1	To explore facts about the current social and economic status of women and men To identify relationships between those facts and school district administrator's responsibilities	1. Review and discuss current data regarding the social and economic status of women and men	"Sexism and the Future: Data Survey"
Meeting 2	To identify sex fair professional behaviors	1. Study and discuss the Self-Evaluation Checklists and the Guide to Interviewing 2. Plan tentative individual school/area targets	Self-Evaluation Checklists for Administrators Guide to Interviewing Chart - "Overview: The Administrator's Role"
Meeting 3	To develop individual action plans for eliminating sexism in each area of administrative responsibility	1. Review and discuss instructions for completing action plans, including suggested resources	District Sex Fairness Guidelines Action Plan Minipackage

COMPILE COMPLETED ACTION PLANS BEFORE MEETING 4

Meeting 4	To refine individual action plans To become familiar with the individual action plans of all district administrators	1. Review and discuss completed action plans 2. Discuss future needs and plans for implementation	Copies of Completed Action Plans

SAMPLE SUPERINTENDENT'S MEMO: NOTIFICATION OF ADMINISTRATORS' WORKSHOP

Date

TO: Central Administrative Staff
Principals
Assistant Principals

FROM: (Name), Superintendent

RE: Sex Fairness Program: Administrator's Workshop

Enclosed is a topic agenda overview of the workshop meetings arranged for the district administrators on the subject of "Implementing Sex Fair Education: The Administrator's Role."

Your participation in these meetings is essential for two major reasons; 1) to assess the effectiveness of our own program for sex fairness and 2) to develop plans for making the area you administer sex fair.

The materials you review and use at the workshop should be immediately useful for our program.

Secondary schools should be represented by the principal and one assistant principal.

The first of the four meetings will be held on (Date), (Place), will begin at (Time) and will conclude at (Time).

SAMPLE WORKSHOP OUTLINE

IMPLEMENTING SEX FAIR EDUCATION: THE ADMINISTRATOR'S ROLE

Meeting 1 - (Date)

INFORMATION ...on the district's Sex Fairness Program

INFORMATION ...on current research data and employment statistics with an assessment of implications for the professional staff

Meeting 2 - (Date)

SELF-EVALUATION CHECKLISTS...identifying individual sex fair professional behaviors

GUIDE TO INTERVIEWING JOB APPLICANTS: SELECTING THE NON-SEXIST STAFF

OVERVIEW OF ADMINISTRATOR'S ROLE IN ALL THREE STAGES OF THE DISTRICT'S SEX FAIRNESS PROGRAM

Meeting 3 - (Date)

ACTION PLANS...instructions for developing individual action plans to insure that all areas of responsibility are sex fair

Meeting 4 - (Date)

SUMMARY OF ACTION PLANS...refinement of individual plans and familiarization with other plans

AGENDA: MEETING 1

PREPARATIONS

Contact superintendent to send memo and workshop outline
Review objectives, tasks and materials for all four meetings
Provide copies of chart-- objectives, tasks and materials, page 103
Prepare update on Sex Fairness Coordinating Committee activities
Review agenda
Plan opening remarks
Prepare to be a group leader for data survey small group discussion
Provide sufficient copies of Sexism and the Future: Data Survey (Stage Two Manual); Self-Evaluation Checklists and Guide to Interviewing (Stage One Manual)
Schedule room
Arrange for coffee and tea

OBJECTIVES

- To review objectives, tasks and materials for the administrators' workshop
- To review updated information on the district's Sex Fairness Program
- To explore facts about the current social and economic status of women and men
- To identify relationships between these facts and school district administrators' responsibilities

SEQUENCE OF ACTIVITIES

15 minutes Welcome and opening remarks.

10 minutes Overview of objectives and tasks for the administrators' workshop.

10 minutes Update on district sex fairness program

90 minutes Sexism and the Future: Data Survey. Divide the participants into small groups (3-5 persons) to study the data survey, which provides information on the social and economic status of women and men. Each small group should consider these questions:

What significance, if any, does this material have for the future life patterns of our students?
What significance, if any does this material have to us as educators?
To what extent are any immediate or long-range action plans called for as a result of assessing the implications of this data?

Members of the Steering Committee should act as group leaders. Each group should include at least one person from elementary, secondary, and central administration. Each group should discuss one fact sheet for 30-40 minutes. After each group considers the implications of these facts for administrators, the reporters should present their findings to the entire group. (Allow approximately 35 minutes.) Leave a few minutes at the end for additional questions from the total group.

5 minutes Review of Materials for Next Time. Provide workshop participants with copies of Self-Evaluation Checklist for administrators and Guide to Interviewing. Ask them to read them over before the next session. If they wish, they may complete the checklist anonymously. Make certain that you stress the items listed under "Suggestions for Use."

COMMENT

A good beginning is important. Enthusiasm for the task ahead, a low-key, professional approach, flexibility in meeting the needs of the group -- each will help to contribute to the success of the meetings. Above all, allow plenty of time for discussion, even if it means rearranging the prescheduled agenda.

GUIDE TO INTERVIEWING JOB APPLICANTS:

SELECTING THE NON-SEXIST STAFF*

Acceptance of the goal of non-sexist education by a district gives the administrators the important responsibility of selecting a staff capable of achieving that objective. Because there is no formula for identifying the best-qualified non-sexist candidate, it is necessary for administrators who are sensitive to the ideals of sexual equality to evaluate a complex set of attitudes, behaviors, knowledge, and skills during the employment interview. In assessing the potential staff member it is helpful to realize that individuals who are sex fair in their approach to education probably did not become that way by accident. Rather, they probably overcame strong societal counter pressures because they value equality highly, a belief which will often surface during an interview.

Reminder for the Interviewer

To successfully evaluate sex fairness in others, interviewers must first fully understand the goals of equality in education and second, act themselves in a sex fair manner. Applicants for a position cannot be expected to display values which they believe oppose those of the interviewer. Questions that traditionally have been asked of only one sex are often sexist in intent and thus inappropriate; for example, applicants should not be asked how they plan to care for young children in their families unless that question is routinely asked of both sexes. Similarly, they should not be asked if they are willing to assume non-classroom duties such as handling discipline on the school grounds unless that question is asked of both men and women.

Evaluation Criteria

The interviewer should be able to evaluate applicants on the following points after observing and questioning them:

- Candidates are well acquainted with the general goals of non-sexist education and can apply such objectives in practical situations; for example, they believe that students should have equal access to all educational experiences and they therefore encourage students to try activities traditionally favored by the opposite sex
- Candidates display positive attitudes toward equality in education; for example, they acknowledge the importance of equality and show a willingness to work to eliminate sexism in the schools
- Candidates exhibit sex fair behavior; for example, they use sex fair language
- Candidates possess the skills and techniques necessary to provide non-sexist education and to correct the problems of sexism; for example, candidates have ideas for supplementing educational materials that treat the sexes equally

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* *Developed by E. Newcombe*

Interviewing Techniques

A combination of indirect assessment and direct questioning techniques may be used to elicit the sex fairness of potential employees and to gain information regarding the evaluation criteria. Indirect assessment such as the observation of behavior is a helpful check on the sincerity of beliefs, and direct questions allow the interviewer to explore a candidate's depth of understanding and commitment. By using indirect assessment early in an interview, an administrator can evaluate some attitudes before clues are given that may bias later responses.

Suggestions for both techniques of interviewing are listed below.

Indirect Assessment. The interviewer can incorporate the following suggestions into the general employment interview:

1. Observe sex fair or sexist behaviors that are exhibited during the interview
2. Note the attitudes toward sexual equality that may be reflected in personal goals or interests
3. Give the candidate several everyday school dilemmas, some of which consider issues of equality and note how he/she resolves the problems
4. Ask the candidate to evaluate educational materials and note whether he/she comments on sexist biases
5. Give the candidate a list of concerns facing education, and note the candidate's comment about sex fairness in education

Direct Questioning. After describing the school district's involvement, the interviewer might indicate that he/she would like to discuss the area of non-sexist education and ask some of the following questions:

1. Is there any incident, either sexist or sex fair, in your own educational background that made a significant impact on you?
2. What are the goals of non-sexist education?
3. What general sexist behaviors do you feel occur frequently in the school environment?
4. What have you done in the past within your own area of responsibility to insure non-sexist education?
5. What changes do you feel are necessary in order to realize the goals of non-sexist education?

You may wish to develop an interview form to use in evaluating candidates for sex fairness. The following page provides a sample interview form.

SAMPLE INTERVIEW FORM

Directions: Before the interview, read over each item and record the specific means you will use for assessing each item (i.e., list the direct questions you will ask). During the interview, check the proper column as you evaluate the candidate on each item. Appropriate comments may be recorded.

	excellent	good	fair	poor
1. Knowledge of goals of non-sexist education				
• The candidate can state general goals for non-sexist education	☐	☐	☐	☐
• The candidate can apply such general objectives to specific situations	☐	☐	☐	☐

Means of assessment:

Comments:

2. Attitudes				
• The candidate displays positive attitudes toward educational equity	☐	☐	☐	☐
• The candidate acknowledges the importance of equity	☐	☐	☐	☐

Means of assessment:

Comments:

3. Behavior				
• The candidate exhibits sex fair behavior (e.g., as described in the Self-Evaluation Checklists)	☐	☐	☐	☐

Means of assessment:

Comments:

4. Skills				
The candidate possesses the skills and techniques necessary to provide non-sexist education	☐	☐	☐	☐
The candidate possesses the skills and techniques necessary to correct problems of sexism	☐	☐	☐	☐

Means of assessment:

Comments:

AGENDA: MEETING 2

PREPARATIONS

Provide extra copies of Self-Evaluation Checklist for administrators and Guide to Interviewing, if needed.
Prepare to lead small group discussion of the checklist and guide
Provide large sheets of paper and magic markers
Make copies of "Overview: The Administrator's Role," page 115
Prepare to lead review and discussion of administrative role in implementation of district sex fairness program

OBJECTIVES

- To identify sex fair professional behaviors

SEQUENCE OF ACTIVITIES

10 minutes Opening remarks, announcements, overview of Meeting 2 activities.

60 minutes Small Group Review of Self-Evaluation Checklist for administrators and Guide to Interviewing.
Since the workshop members received the checklist and guide at the end of the last session, they have had an opportunity to read them over and, if they wished, have completed the checklist. With workshop members in small groups and Steering Committee members acting as group leaders, discuss both the checklist and the guide. (If there is not time to do both, focus on the checklist only.)

- What do the items mean?
- What are the areas of concern and question?
- How might the checklist be used effectively within the school district?

Each small group should record on a large piece of paper the consensus areas of concern and question, and, most important, suggestions for use.

10 minutes BREAK. Post results of small group work around the room. The workshop participants can read the other groups' work while the Steering Committee prepares a summary.

30 minutes Large Group Discussion of Self-Evaluation Checklist for administrators and Guide to Interviewing.
Share the summary with the group. Discuss questions and suggestions for use regarding both the checklist and the guide. Note any adaptations administrators suggest in either form.

30 minutes Administrator's Role. Discuss items on the chart, "Overview: the Administrator's Role."

COMMENT

The Self-Evaluation Checklist and Guide to Interviewing should help administrators specify sex fair professional behaviors. The checklist especially should help administrators prepare personal goals for becoming more sex fair. Out of these personal goals and a review of the district's sex fairness guidelines will come each administrator's action plan, to be discussed at the next session.

If there is sufficient time, workshop participants may want to consider also Self-Evaluation Checklists for teachers, counselors, media specialists, and physical education instructors and discuss how they could be used effectively within the school district.

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OVERVIEW: THE ADMINISTRATOR'S ROLE

Stage One; Preparing for Change	*Stage Two: Planning the In-Service Program*	*Stage Three: Revising the Curriculum*
1. Suggest members for Sex Fairness Coordinating Committee	1. Participate as member of Sex Fairness Coordinating Committee (optional)	1. Participate as member of Sex Fairness Coordinating Committee (optional)
2. Participate as member of Sex Fairness Coordinating Committee (optional)	2. Conduct in-service sessions for each building, team, department	2. Continue to conduct in-service sessions for staff and parents
3. Help assess district needs for sex fairness	3. Help provide information for monitoring of district sex fairness guidelines	3. Update progress of individual action plan and continue implementation
4. Provide feedback on district sex fairness guidelines	4. Implement all guidelines that designate principals and central administrators as responsible for implementation	4. Continue to implement sex fairness guidelines, note progress
5. Participate in in-service workshop for administrators	5. Update progress of individual action plan and continue implementation	5. Participate in Curriculum Revision Workshop (optional)
6. Prepare individual action plan for individual area or school		6. Assist curriculum review and revision process
7. Help in planning for district-wide in-service for all staff (Stage Two)		

AGENDA: MEETING 3

PREPARATIONS

Become familiar with the steps for preparing Action Plans
Provide copies of Action Plan Minipackage, pages 119-128
Provide copies of district's Sex Fairness Guidelines

OBJECTIVES

- To develop an individual action plan for eliminating sex bias in each area of administrative responsibility

SEQUENCE OF ACTIVITIES

10 minutes	Opening remarks, announcements, overview of Meeting 3 activities.
20 minutes	Presentation of district's Sex Fairness Guidelines. If the district administrators have not had an opportunity to read and review the sex fairness guidelines, this would be a good opportunity for one of the members of the Sex Fairness Coordinating Committee to review major sections, identifying general areas of responsibility for both central and building administrators and answering questions. The superintendent should lead or play a major role in this presentation.
30 minutes	Developing an Action Plan for Sex Fairness. Discuss with the group the instructional minipackage for developing action plans. Review all of the attached forms and samples. Explain that each administrator is to prepare an action plan for making his or her area sex fair.
30 minutes	Administrators Begin Work on Action Plans to be completed and sent to superintendent's office within six weeks. To the extent that it is feasible, administrators may appreciate a work session where they can have questions answered and ideas considered and shared. Otherwise, this can be a short session, or part of another administrative meeting where they will simply receive instructions for developing their action plans.

PRIOR TO MEETING 4

After administrators have prepared their action plans and sent them to the superintendent's office, you and the other members of the Steering Committee will want to prepare a summary of these plans. The summary will show the kinds of objectives that administrators thought were important and will give examples of activities for meeting those objectives.

Do the summary before the last workshop session (Meeting 4) so that you can give all administrators an idea of what others in the district will be doing to make their areas sex fair.

On pages 131-132 you will find a sample summary to guide you. Prepare your summary for the final session of the administrators' workshop. Here's how to proceed:

1. After reading through all the objectives of all the action plans, notice if they can be grouped into categories, such as teacher education, curriculum, etc.

2. To show what percentage of the objectives were concentrated in each category, count the number of objectives in each category and divide by the number of action plans.

3. Select 5 or 6 unique activities in each category to reflect the diversity of the plans and to show administrators what actions others would be taking.

ACTION PLAN MINIPACKAGE:

DEVELOPING AN ACTION PLAN FOR SEX FAIRNESS

What is an Action Plan for Sex Fairness? A document that includes specific objectives, enabling activities, expected completion dates, and measures of accomplishment. Refer to the samples on the following pages.

Who Prepares the Action Plans? All district administrators (both central and building). Junior and senior high schools having assistant principals should submit one for the entire administrative team.

Why Action Plans? It is expected that these plans will identify building and area sex fairness objectives and suggested activities for accomplishing those objectives.

Date Due. Please send completed plans to the superintendent's office on or before (date) . At the next meeting, (date) , all action plans will be summarized and discussed.

What Resources Will Help in Preparing Action Plans?

- Self-Evaluation Checklists for Administrators, pages 65-71
- District Sex Fairness Guidelines
- Sample Objectives for an Action Plan, pages 120-121
- Action Plan Work Sheets, pages 122-123
- Sample Action Plan, pages 124-128

What Steps Should Be Followed in Preparing Action Plans?

1. Review the completed Self-Evaluation Checklist. Consider any behavioral goals you identified in each of the three areas: Administrator's Behavior, Interactions with Others, and Administrative/Supervisory Functions.

2. Survey your district's sex fairness guidelines to identify the responsibilities of your position. For example, if you are a principal, check all guidelines that specify "principal."

3. Review the "Sample Objectives for an Action Plan." Considering the results of your self-evaluation and the district guidelines for which you are responsible, draft several objectives for your school or area. You may want to consult team or department chairpersons and members of the Sex Fairness Coordinating Committee.

4. On the Action Plan Work Sheet, write several enabling activities for each objective, with expected completion dates. Also indicate how the accomplishment of each objective will be measured. Review the "Sample Action Plan" to help you in this task.

SAMPLE OBJECTIVES FOR AN ACTION PLAN

Here are some sample objectives. They are suggestions only and should not be considered inclusive of each area.

TEACHER EDUCATION

- To identify sexist behavior of teachers
- To set up sex fairness in-service training for new staff members
- To incorporate the teaching of sex fair language into the district's grammar/composition program
- To explore with teachers how they can help students recognize sexist and racist stereotypes, the mistaken assumptions on which they are based, and how these stereotypes originated and developed

CURRICULUM

- To integrate sex fair lessons into the curriculum
- To analyze all courses and extra-curricular programs offered to see that programs and facilities are made available on an equal basis to male and female students
- To produce curriculum guides that do not include sexist content or writing styles
- To screen all purchases of instructional material for sexism
- To incorporate minority literature into each literature course at the high school level

PARENT EDUCATION

- To increase parent awareness of sexism
- To provide resources for eliminating sexist attitudes within the family

PERSONNEL

- To provide equal opportunities in hiring practices for professional and non-instructional vacancies
- To identify sex bias during interviewing sessions with job applicants
- To encourage employees to increase individual sex fairness skills

STUDENTS

- To offer a mini-unit in Behavioral Science to help eighth graders identify and modify existing sexist prejudices and stereotypes; reduction of prejudices and typical stereotypes will be expected

- To develop an awareness of equal career opportunity in elementary children

PERSONAL

- To increase my awareness of bias in instructional materials
- To increase my knowledge about the contributions of women to science, especially prior to the twentieth century

ACTION PLAN WORK SHEET

____NAME

____SCHOOL/AREA

Directions

In the space below, list your objectives for implementing a sex fair educational program in your area of responsibility. On the following sheet(s), list enabling activities, completion dates and measurement methods for each of the specified objectives.

OBJECTIVES:

NAME/SCHOOL

ACTION PLAN WORK SHEET

OBJECTIVE:

Enabling Activities	Expected Completion Date

How will accomplishment of objective be measured?

SAMPLE ACTION PLAN

____ NAME

(Name) Junior High School Administrative Team SCHOOL/AREA

Directions

In the space below, list your objectives for implementing a non-sexist educational program in your area of responsibility. On the following sheet(s), list enabling activities, completion dates, and measurement methods for each of the specified objectives.

OBJECTIVES

A. *To analyze all courses and extra-curricular programs offered to see that programs and facilities are made available on an equal basis to both male and female students*

B. *To establish a school-wide "materials review committee" that will review all printed materials to be purchased or being developed, in order to eliminate sex bias*

C. *To take affirmative action to increase participation and acknowledgment of females in sports*

D. *To provide equal opportunities in hiring practices for professional and non-instructional vacancies and to work to detect sex bias during interviewing sessions with job applicants*

Junior High School Administrative Team

NAME/SCHOOL

SAMPLE ACTION PLAN

OBJECTIVE A. *To analyze all courses and extra-curricular programs offered to see that both programs and facilities are made available on an equal basis to both male and female students*

Enabling Activities	Expected Completion Date
1. *Review existing and proposed courses and extra-curricular programs to determine if inequalities exist in availability to students or in use of educational facilities*	*April 15, 19XX*
2. *Modify, if necessary, course selection procedures and facilities scheduling to insure equal program and facility availability to both male and female students*	*September 1, 19XX*
3. *Assist staff members or particular departments/teams in making possible changes indicated in #1 above*	*September 15, 19XX*

How will accomplishment of objective be measured?

Review of class lists and facilities utilization schedule

Junior High School Administrative Team

NAME/SCHOOL

SAMPLE ACTION PLAN

OBJECTIVE B. *To establish a school-wide "materials review committee" that will review all printed materials to be purchased or being developed, in order to eliminate sex bias*

Enabling Activities	Expected Completion Date
1. *Determine materials review committee composition with special consideration for staff having special interest or previous involvement in Sex Fairness Project*	*September 30, 19XX*
2. *Meet with Materials Review Committee in order to determine responsibilities and procedures*	*December 15, 19XX*
3. *Allow Materials Review Committee to review all printed materials to be purchased through the 19XX-XX budget*	*March 15, 19XX*
4. *Have the Materials Review Committee review all materials being developed*	*June 15, 19XX*

How will accomplishment of objective be measured?

Review log of committee meetings
Review materials purchased or developed

Junior High School Administrative Team

NAME/SCHOOL

SAMPLE ACTION PLAN

OBJECTIVE C. *To take affirmative action to increase participation and acknowledgement of females in sports*

Enabling Activities	**Expected Completion Date**
1. *Invite female high school athletes to talk to gym classes about their sports*	*April 1, 19XX*
2. *Publicize women's participation and accomplishments in sports through bulletin board displays in media center and in hallway showcases*	*June 15, 19XX*
3. *Produce and send to local newspapers, via the athletic director's office, an appropriate summary of the previous week's girls' athletic activities by the conclusion of each Wednesday, during each athletic season*	*May 15, 19XX*

How will accomplishment of objective be measured?

Review number of girls participating in intramural sports teams and number of girls trying out for and participating in interscholastic sports teams

Review and analyze all local newspaper articles relative to coverage of female sports activities

Junior High School Administrative Team

NAME/SCHOOL

SAMPLE ACTION PLAN

OBJECTIVE *D. To provide equal opportunities in hiring practices for professional and non-instructional vacancies and to work to detect sex bias during interviewing sessions with job applicants*

Enabling Activities	Expected Completion Date
1. Attempt to secure an equal number of qualified male and female applicants for each available professional and non-instructional vacancy	*Continuous - 19XX-XX*
2. Attempt to determine open sex bias on the part of professional staff applicants through use of specific questions during the interviewing process	*Continuous - 19XX-XX*
3. Hire the best-qualified applicant for each professional and non-instructional vacancy without regard to sex unless a need to assure a balance relative to staff equality across school, department, or team exists	*Continuous - 19XX-XX*

How will accomplishment of objective be measured?

Review of professional and non-instructional positions filled from June 1, 19XX, through June 1, 19XX

AGENDA: MEETING 4

PREPARATIONS

Provide copies of Summary of Action Plans, pages 131-132
Prepare to lead discussion of Summary of Action Plans and future plans for implementation

OBJECTIVES

- To refine individual action plans
- To become familiar with the individual action plans of all district administrators
- To identify future plans for implementation

SEQUENCE OF ACTIVITIES

10 minutes	Opening remarks, announcements, overview of Meeting 4 activity.
60 minutes	Presentation of Summary of Action Plans and discussion of future plans for implementation. Provide copies of Summary of Action Plans. Without reading every section, point out the percentages for each category, the implications of these percentages, and some of the objectives and enabling activities that have been mentioned. The superintendent should discuss the importance of these action plans and the procedures that will be used in the future. Allow plenty of time for discussion and questions.

COMMENT

The purpose of Meeting 4 is to wrap up the three previous sessions and to give administrators an opportunity to review each others' action plans and discuss future plans for implementation. The meeting should be open-ended so that questions and discussion can be encouraged.

SAMPLE SUMMARY OF ACTION PLANS

In order to provide a general sampling of objectives and activities from district administrators' action plans, we have prepared the following summary.

A total of 50 objectives were surveyed. These objectives dealt with these general areas: Teacher Education (40%); Curriculum (24%); Parent Education (14%); Personnel (10%); Students (10%); Personal (2%).

The percentage on each page corresponds to the number of objectives that dealt with that area.

This sampling reflects the diversity and comprehensiveness of all the action plans.

Some of the enabling activities are quoted verbatim; others are paraphrased in order to include part of the objective.

- 40 % of the objectives dealt with Teacher Education

  Sample Activities:

  1) Help each teacher conduct a self-assessment to develop a target to enhance non-sexist teaching practices and to counteract sexist practices

  2) Communicate to summer curriculum workshop committees the importance of including only sex fair content

  3) Select a team and unit in a specific curricular area to develop or revise the unit and make plans for implementation

  4) Discuss the pattern of seating arrangements by sex with teachers in team meetings and search for possible alternatives

- 24% of the objectives dealt with Curriculum

  Sample Activities:

  1) Set up non-sexist displays and exhibits with school media center specialist, school sex fairness representative and building principal

  2) Allocate resources to purchase materials specifically designed to overcome stereotyping

  3) Invite book company representatives to talk about their materials in light of sexism requirements

  4) Set up displays on women athletes involving students, media specialist and art teachers to increase participation of girls in the extra-curricular sports

5) Set up school committee for screening new purchases of instructional material for sexist content, before purchase

- 14% of the objectives dealt with Parent Education

Sample Activities:

1) Develop a parent awareness program through a coordinating committee

2) Use media center as a resource for parent education materials

3) Survey a sampling of the parent group to determine areas pertaining to sexism that are unclear

4) As a result of the survey, develop with the guidance counselor, principal and committee representative a series of topics that can be used as a seminar study group for various parent groups

- 10% of the objectives dealt with Personnel

Sample Activities:

1) Increase number of sex fair candidates for jobs in district

2) Encourage non-instructional employees to increase individual skills through continuing education programs

3) Review all district publications used in the school community and eliminate any reference to comments reflecting sex bias

- 10% of all objectives dealt with Students

Sample Activities:

1) Incorporate the teaching of non-sexist language in the district's grammar/composition program; for instance, methods of avoiding masculine reference with indefinite pronouns will be incorporated into lesson plans for the teaching of pronoun antecedent agreement

2) Review coed physical education program in all schools to determine areas of students' needs and interests

3) Invite female high school atheletes to talk to coed gym classes about their sports

4) Offer sports that are viewed as coeducational as extracurricular sports

- 2% of the objectives dealt with Personal

Sample Activity:

1) Increase my knowledge of sex fairness in my field through personal reading

RESOURCES

TRAINING THE WOMAN TO KNOW HER PLACE: THE SOCIAL ANTECEDENTS OF WOMEN IN THE WORLD OF WORK[1]

Sandra L. Bem and Daryl J. Bem[1a]
Department of Psychology
Stanford University[2]

Women in the World of Work

Thirty-one million women work. That's 42% of all American women and over one-third of the labor force.[3] Moreover, married women work. Whereas in 1940, only 30% of all women workers were married, today that percentage has doubled: today 58% of the women in the labor force are married and living with their husbands. That's more than one-third of all married women.

Nor is it only the wives of the poor who work. Forty-three percent of the women whose husbands earn $5,000 to $7,000 per year are members of the labor force. And even in families where the husband earns $10,000 per year or more, 29% of the wives work outside the home.

Nor does the presence of children necessarily mean that women stop working. Almost half (45%) of all mothers with children between the ages of six and seventeen work outside the home. One-third (32%) of all mothers with children between the ages of three and five are working. And one-fourth (23%) of all mothers with children under the age of three are working. Furthermore, these percentages refer only to families in which the mother is living with her husband. As might be expected, the percentage of working mothers in father-absent families is even higher.

Finally, it is the woman with more education who is the most likely to work. Of those women who complete elementary school, 31% work outside the home. Of those who complete high school, 48% participate in the labor force. Of those who complete college, 54% are employed. And of those who complete at least one year of graduate study, 71% are involved in paid employment.

There is, then, no single type of woman worker. Women of all ages, women of every income and educational level, women both married and single, women with children and without: all participate in the labor force.

Why do women work? For the same reasons that men do. Some lucky women, like some lucky men, work for self-fulfillment. Approximately 20% of the married women who work do so for social or psychological reasons. But most women, like most men, work for economic reasons. Single women, widows, divorcees, and female heads of households obviously work in order to support themselves and their dependents. In addition, about half the married women who work cite *"economic necessity"* as their major reason for taking a job, and still another 20% say that they work in order to earn extra money. They supplement their husbands' income; they buy something special which their families would not be able to afford otherwise–a new home or a college education; and they raise their families' general standard of living.

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[1] Many of the ideas in this paper originally appeared in Bem & Bem (1970a).
[1a] *Reprinted with permission of the authors.*
[2] Formerly of Carnegie-Mellon University in Pittsburgh, Pennsylvania.

[3] Unless otherwise noted, all statistics in this section come from the U.S. Department of Labor (1969, 1970).

What kinds of jobs do women have? Inferior ones–compared to men. How much are women paid? Compared to men–not much.

Women are concentrated in a very small number of occupations. One-third of all working women are concentrated in only seven jobs: secretary, retail sales clerk, household worker, elementary school teacher, bookkeeper, waitress, and nurse. An additional one-third are found in the following twenty-nine occupations:

Sewer, stitcher
Typist
Cashier
Cook
Telephone operator
Babysitter
Hospital attendant
Laundry operative
Assembler
Apparel operative
Hairdresser
Packer, wrapper
Stenographer
High school teacher
Office machine worker
Checker, examiner, inspector
Practical nurse
Kitchen worker
Chambermaid, maid
Housekeeper (private home)
Electrical machinery operative
Receptionist
Charwoman, cleaner
Housekeeper, stewardess
Dressmaker, seamstress
Counter, fountain worker
File clerk
Musician, music teacher
Fabric mill operative

In fact, seventy-eight percent (78%) of all working women–as compared to 40% of working men–are employed as clerical workers, service workers, factory workers, and sales clerks. Yes, women do work, but they work in dead-end, low-status jobs, not in careers. Indeed, only four of the jobs listed above qualify as professions: elementary school teacher, secondary school teacher, music teacher, and nurse.

Only four million women–15% of all women workers–are classified as professional or technical workers, and even this figure is misleading. For the single occupation of noncollege teacher absorbs nearly half of these women and an additional 25% are nurses.[4] Fewer than 5% of all professional women--fewer than 1% of all women workers–fill those positions which, to most Americans, connote *"professional"*: physician, lawyer, judge, engineer, scientist, editor, reporter, college president, professor, or senator. Only one out of every 25 working women (4%) is a manager, usually in a small retail store.

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[4] The tendency of both parents and guidance counselors to overemphasize teaching as *"the career for women"* is now having unfortunate consequences. According to the U.S. Office of Education, 100,000 teachers who completed their training in 1970 had to find something else to do. The teacher glut is overwhelming.

Economic statistics tell the same story. In 1968, the median income of full-time women workers was $4,457. The comparable figure for men was over $3,000 higher. According to the Labor Department, a female college graduate working full time can expect to earn less per year than a male high-school dropout. This is the very best that women have been able to achieve in the world of work.

Why? Why jobs rather than growing careers? Why nurse rather than physician, teacher rather than principal, secretary rather than executive, stewardess rather than pilot? There are three basic answers to this question: 1) discrimination, 2) sex-role conditioning, and 3) the presumed incompatibility of family and career.

Discrimination

As noted above, women earn less than men, and the gap is widening. In 1955, women earned 64% of what men did; by 1968, that percentage had shrunk to 58%. Sixty percent of full-time female workers earn less than $5000 per year; only 20% of full-time male workers fall below this level. Only 3% of female workers earn above $10,000 per year; 28% of male workers do so. And, according to a survey of 206 companies, female college graduates in 1970 were offered jobs which paid approximately $43 per month less than those offered to their male counterparts in the same college major.

There are two reasons for this pay differential. First, in every category of occupation, women are employed in the lesser-skilled, lower-paid positions. Even in the clerical field, where 73% of the workers are women, females are relegated to the lower-status positions, and so they earn only 65% of what male clerical workers earn. The second reason is discrimination in its purest form: unequal pay for equal work.

New laws should begin to correct both of these situations. The Equal Pay Act of 1963 prohibits employers from discriminating on the basis of sex in the payment of wages for equal work on jobs requiring equal skill, effort, and responsibility, and which are performed under similar working conditions. In a landmark ruling on May 18, 1970, the U.S. Supreme Court ordered that $250,000 in back pay be paid to women employed by a single New Jersey glass company. This decision followed a two-year court battle by the Labor Department after it found that the company was paying men selector-packers 21.5 cents more per hour than women doing the same work. In a similar case, the Eighth Circuit Court of Appeals ordered a major can company to pay more than $100,000 in back wages to women doing equal work. According to the Labor Department, an estimated $17-million is owed to women in back pay. In Western Pennsylvania alone, there had been 781 unequal-pay cases as of mid-1970, and 31 firms have already been ordered to pay over $450,000 in back wages. Moreover, a 1972 amendment extended this Act to cover executive, administrative and professional employees as well.

But to enjoy equal pay, women must also have access to equal jobs. Title VII of the 1964 Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin–and sex. Although the sex provision was treated as a joke at the time (and was originally introduced by a Southern Congressman in an attempt to defeat the bill), the Equal

Employment Opportunities Commission discovered in its first year of operation that 40% or more of the complaints warranting investigation charged discrimination on the basis of sex (Bird, 1969).

Title VII has served as one of the most effective instruments in helping to achieve sex equality in the world of work. According to a report by the E.E.O.C., nearly 6,000 charges of sex discrimination were filed with that agency in 1971 alone, a 62% increase over the previous year. Every day the newspapers report new occupational breakthroughs for women – including such all male domains as the FBI and the ships of the U.S. Navy.

Of course, the most significant legislative breakthrough in the area of sex and equality was the passage of the Equal Rights Amendment by both houses of Congress in 1972. The ERA simply states that *"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."* This amendment had been introduced into every session of Congress since 1923, and its passage now is clearly an indication of the changing role of the American woman. All of the various ramifications of this amendment are hard to predict, but it is clear that it will have profound consequences in private as well as public life.

In the past, women have had to adjust their aspirations in order to accommodate to the pervasive pattern of discrimination in various male-dominated occupations. Now women may finally begin to plan their careers free from such artificial constraints.

Sex-Role Conditioning: Its Effects on Woman's Aspirations

But even if all discrimination were to end tomorrow, nothing very drastic would change. For job discrimination is only part of the problem. It does impede women who choose to become lawyers or managers or physicians. But it does not, by itself, help us to understand why so many women *"choose"* to be secretaries or nurses rather than executives or physicians; why only 3% of ninth-grade girls – as compared to 25% of the boys – *"Choose"* careers in science or engineering; or why 63% of America's married women *"choose"* not to work at all. It certainly does not explain those young women whose vision of the future includes only marriage, children, and living happily ever after; who may at some point *"choose"* to take a job, but who almost never *"choose"* to pursue a career. Discrimination frustrates choices already made; something more pernicious perverts the motivation to choose.

America's Sex-Role Ideology

That *"something"* is an unconscious ideology about the nature of the female sex, an ideology which constricts the emerging self-image of the female child and the nature of her aspirations from the very first; an ideology which leads even those Americans who agree that a black skin should not uniquely qualify *its* owner for janitorial or domestic service to assume that the possession of a uterus uniquely qualifies *its* owner for precisely such service.

Consider, for example, the 1968 student rebellion at Columbia University. Students from the radical left took over some administration buildings in the name of equalitarian ideals which they accused the university of flouting. Here were the most militant spokesmen one could hope to find in the cause of equalitarian ideals. But no sooner had they occupied the buildings than the male militants blandly turned to their sisters-in-arms and assigned them the task of preparing the food, while they-the menfolk–would presumably plan further strategy. The reply these males received was the reply they deserved, and the fact that domestic tasks behind the barricades were desegregated across the sex line that day is an everlasting tribute to the class consciousness of the ladies of the left.

But these conscious coeds are not typical, for the unconscious assumptions about a woman's *"natural"* talents (or lack of them) are at least as prevalent among women as they are among men. A psychologist named Philip Goldberg (1968) demonstrated this by asking female college students to rate a number of professional articles from each of six fields. The articles were collated into two equal sets of booklets, and the names of the authors were changed so that the identical article was attributed to a male author (e.g. John T. McKay) in one set of booklets and to a female author (e.g., Joan T. McKay) in the other set. Each student was asked to read the articles in her booklet and to rate them for value, competence, persuasiveness, writing style, and so forth.

As he had anticipated, Goldberg found that the identical article received significantly lower ratings when it was attributed to a female author than when it was attributed to a male author. He had predicted this result for articles from professional fields generally considered the province of men, like law or city planning, but to his surprise, these coeds also downgraded articles from the fields of dietetics and elementary school education when they were attributed to female authors. In other words, these students rated the male authors as better at everything, agreeing with Aristotle that *"we should regard the female nature as afflicted with a natural defectiveness."* We have repeated this same experiment informally in our own classrooms, both at Stanford and at Carnegie-Mellon, and we've discovered that male students show this same implicit prejudice against female authors that Goldberg's female students showed. Such is the nature of America's unconscious ideology about women!

When does this ideology begin in the life of a young girl? How does it limit her horizons so that she never aspires to *be* a Senator or an astronaut, but only to *marry* one?

From the day a newborn child is dressed in pink, she is given *"special"* treatment. Perhaps because they are thought to be more fragile, six-month-old infant girls are actually touched, spoken to, and hovered over more by their mothers while they are playing than are infant boys (Goldberg & Lewis, 1969). Research even shows that mothers smile, touch, and talk to their female infants more than their male infants as early as two days of age! Differential treatment of the sexes can't start much earlier than that!

As children grow older, boys are encouraged to be aggressive, competitive, and independent, whereas girls continue to be rewarded, especially by their fathers, for being passive and dependent (Barry, Bacon, & Child, 1957; Sears, Maccoby, & Levin, 1957). Little boys climb trees and get dirty; little girls are expected to stay in the yard and keep their dresses clean. Little boys play with water pistols and fire trucks; little girls play with dolls and tea sets. Little *"men"* fight back; little girls cry and run. Little boys visit daddy's office while little girls help mommy bake a cake. And we know of at least one little girl whose goal of becoming a doctor was quickly *"corrected"* by her first grade teacher: every little boy in the class got to play the part of doctor in the class play; every little girl got to play the role of nurse.

As children begin to read, the storybook characters become the images and the models that little boys and little girls aspire to become. What kind of role does the female play in the world of children's literature? The fact is that there aren't even very many females in that world. One survey, reported in the Book Review section of the *N. Y. Times* (Fisher, 1970), found that five times as many males as females appear in the titles; the fantasy world of Dr. Seuss is almost entirely male; and even animals and machines are represented as male. When females do appear, they are note-worthy for what they do *not* do. They do not drive cars and they seldom even ride bicycles. (In one story in which a girl does ride a bicycle, it's a two-seater and the girl is seated behind the boy!) Boys climb trees and fish and roll in the leaves and skate; girls watch or fall down or get dizzy. Girls are never doctors. And although they may be nurses or librarians or teachers, they are never principals. There seems to be only one children's book about mothers who work, and it concludes that what mothers love *"best of all"* is *"being your very own Mommy and coming home to you."* And although this is no doubt true of many daddys as well, no book about working fathers has ever found it necessary to apologize in quite the same way.

As children grow older, more explicit sex-role training is introduced. Boys are encouraged to take more of an interest in mathematics and science. Boys, not girls, are given chemistry sets and microscopes for Christmas. Moreover, all children quickly learn that mommy is proud to be a moron when it comes to mathematics and science, whereas daddy is a little ashamed if he doesn't know all about these things. When a young boy returns from school all excited about biology, he is almost certain to be encouraged to think of becoming a physician. A girl with similar enthusiasm is told that she might want to consider nurse's training later so she can have *"an interesting job to fall back upon in case–God forbid–she ever needs to support herself."* A very different kind of encouragement. And any girl who doggedly persists in her enthusiasm for science is likely to find her parents as horrified by the prospect of a permanent love affair with physics as they would be either by the prospect of an interracial marriage or, horror of horrors, no marriage at all.

These socialization practices quickly take their toll. By nursery school age, for example, boys are already asking more questions about how and why things work (Smith, 1933). In first and second grade, when asked to suggest ways of improving various toys, boys do better on the fire truck and girls do better on the nurse's kit; but by third grade, boys do better regardless of the toy presented (Torrance, 1962).

In elementary school, with its large number of female teachers and its emphasis on being *"good"* or docile, girls have a momentary advantage; pleasing the teacher and doing good school work are more appropriate for girls than for boys. Not surprisingly, girls surpass boys in nearly all of their schoolwork in the early grades. And although some of this difference could be due to innate differences in the developmental timetables between boys and girls, research shows that young children do regard school as *"feminine"* (Kagan, 1964b).

Soon however, school becomes more in tune with the earlier socialization of the boys. They are now reminded that doing well will contribute to their later vocational success, and they continue to receive special encouragement in mathematics and science. By the ninth grade, 25%

of the boys, but only 3% of the girls, are considering careers in science or engineering (Flanagan, unpublished; cited in Kagan, 1964a). When they apply for college, boys and girls are about equal on verbal aptitude tests, but boys score significantly higher on mathematical aptitude tests–about 60 points higher on the College Board examinations, for example (Brown, 1965, p. 162). Moreover, girls improve their mathematical performance if the problems are simply reworded so that they deal with cooking and gardening, even though the abstract reasoning required for solution remains exactly the same (Milton, 1958). Clearly, the girl's confidence in her ability to tackle a mathematical problem has been seriously undermined.

But these effects in mathematics and science are only part of the story. A girl's long training in passivity and dependence appears to exact an even higher toll from her overall motivation to achieve, to search for new and independent ways of doing things, and to welcome the challenge of new and unsolved problems. In one study, for example, elementary school girls were more likely to try solving a puzzle by imitating an adult, whereas the boys were more likely to search for a novel solution not provided by the adult (McDavid, 1959). In another puzzle-solving study, young girls asked for help and approval from adults more frequently than the boys; and, when given the opportunity to return to puzzles a second time, the girls were more likely to rework those they had already solved, whereas the boys were more likely to try puzzles they had been unable to solve previously (Crandall & Rabson, 1960). A girl's sigh of relief is almost audible when she marries and retires from the outside world of novel and unsolved problems.

This, of course, is the most conspicuous outcome of all: The majority of America's women become full-time homemakers. And of those who work, 78% end up in dead-end jobs as clerical workers, service workers, factory workers, or sales clerks. They do not pursue challenging or even well-paying careers. This *"homogenization"* of America's women is the major consequence of our sex-role ideology.

The important point is not that the role of homemaker is necessarily inferior, but rather that our society is managing to consign a large segment of its population to the role of homemaker–either with or without a dead-end job–solely on the basis of sex just as inexorably as it has in the past consigned the individual with the black skin to the role of janitor or domestic. The important point is that in spite of their unique identities, the majority of America's women end up in virtually the *same* role.

Even an I.Q. in the genius range does not guarantee that a woman's unique potential will find expression. This sobering fact was revealed in a famous study of over 1,300 men and women whose I.Q.'s averaged 151. These men and women were followed over a period of 35 years, beginning when they were about 10 years old (Terman & Oden, 1959). Today, eighty-six percent of the gifted men in this study have achieved prominence in professional and managerial occupations.

But what about the highly gifted women? Of those who are employed, 37% are nurses, librarians, social workers, and noncollege teachers. An additional 20% are secretaries, stenographers, bookkeepers, and office workers! Only 11% are in the higher professions of law, medicine, college teaching, engineering, science, economics, and the like.

Moreover, these statistics refer only to a minority of the highly gifted women in this study.

For even at age 44, well after their children had gone to school, 61% of these highly gifted women are full-time homemakers!

And what does a full-time homemaker do with her time–regardless of I.Q.? Time studies show that she spends the equivalent of a full working day, 7.1 hours, in preparing meals, cleaning house, laundering, mending, shopping, and doing other household tasks. In other words, 43% of her waking time is spent in activity that would command an hourly wage on the open market well below the federally-set minimum for menial industrial work.

The point is not how little she would earn if she did these things in someone else's home; she will be doing them in her own home for free. The point is that this use of time is virtually the same for homemakers with college degrees and for those with less than a grade school education, for women married to professional men and for women married to blue-collar workers. Talent, education, ability, interests, motivation: all are irrelevant. In our society, being female uniquely qualifies an individual for domestic work–either by itself or in conjunction with typing, teaching, nursing, or unskilled labor.

It is true, of course, that most women have several hours of leisure time per day, and it is here, we are often told, that each woman can express her unique identity. Thus, politically interested women can join the League of Women Voters; women with humane interests can become part-time Gray Ladies; women who love music can raise money for the symphony. Protestant women play Canasta; Jewish women play Mah-Jongg; brighter women of all denominations and faculty wives play bridge.

But politically interested *men* serve in legislatures; *men* with humane interests become physicians or clinical psychologists; *men* who love music play in the symphony. In other words, why should a woman's unique identity determine only the periphery of her life rather than its central core?

Again, the important point is not that the role of homemaker is necessarily inferior, but that a woman's unique identity has been rendered irrelevant. Consider the following *"predictability test."* When a baby boy is born, it is difficult to predict what he will be doing 25 years later. We cannot say whether he will be an artist, a doctor, or a guidance counselor because he will be permitted to develop and to fulfill his own unique potential, particularly if he is white and middle-class. But if that same newborn child is a girl, we can usually predict with confidence how she is likely to be spending her time 25 years later. Her individuality doesn't have to be considered; it is irrelevant.

The socialization of the American male has closed off certain options for him too. Men are discouraged from developing certain desirable traits such as tenderness and sensitivity just as surely as women are discouraged from being assertive and *"too bright."* Young boys are encouraged to be incompetent at cooking and child care just as surely as young girls are urged to be incompetent at mathematics and science. The elimination of sex-role stereotyping implies that each individual would be encouraged to *"do his own thing."* Men and women would no longer be stereotyped by society's definitions of masculine and feminine. If sensitivity, emotionality, and warmth are desirable *human* characteristics, then they are desirable for men as well as for women. If independence, assertiveness, and serious intellectural commitment are desirable *human* characteristics, then they are desirable for women as well as for men. And, it is undoubtedly true that many men today would have been more fulfilled if their socialization had permitted them to engage in activity currently stereotyped as female–child care, for example.

Thus, it is true that a man's options are also limited by our society's sex-role ideology, but as the *"predictability test"* reveals, it is still the woman in our society whose identity is rendered irrelevant by America's socialization practices.

Further Psychological Barriers

But what of the woman who arrives at age 21 still motivated to be challenged and fulfilled by a growing career? Is she free to choose a career if she cares to do so? Or is there something standing even in her way?

There is. Even the women who has managed to finesse society's attempt to rob her of her career motivations is likely to find herself blocked by society's trump card: the feeling that one cannot have a career and be a successful woman simultaneously. A competent and motivated woman is thus caught in a double bind which few men have ever faced. She must worry not only about failure, but also about success. If she fails in her achievement needs, she must live with the knowledge that she is not living up to her potential. But if she succeeds, she must live with the knowledge that she is not living up to her own–or society's–conception of a feminine woman.

This conflict was strikingly revealed in a study which required college women to complete the following story: *"After first-term finals, Anne finds herself at the top of her medical-school class"* (Horner, 1969). The stories were then examined for unconscious, internal conflict about success and failure. The women in this study all had high intellectual ability and histories of academic success. They were the very women who could have successful careers. And yet, over two-thirds of their stories revealed a clearcut inability to cope with the concept of a feminine, yet career-oriented woman.

The most common *"fear-of-success"* stories showed strong fears of social rejection as a result of success. The women in this group showed anxiety about becoming unpopular, unmarriageable, and lonely:

> Anne starts proclaiming her surprise and joy. Her fellow classmates are so disgusted with her behavior that they jump on her in a body and beat her. She is maimed for life.
>
> Anne is an acne-faced bookworm....She studies twelve hours a day, and lives at home to save money. *"Well, it certainly paid off. All the Friday and Saturday nights without dates, fun– I'll be the best woman doctor alive."* And yet a twinge of sadness comes through–she wonders what she really has...
>
> Anne doesn't want to be number one in her class....She feels she shouldn't rank so high because of social reasons. She drops to ninth and then marries the boy who graduates number one.

In the second *"fear-of-success"* category were stories in which the women seemed concerned about definitions of womanhood. These stories expressed guilt and despair over success and doubts about their femininity and normality.

> Unfortunately Anne no longer feels so certain that she really wants to be a doctor. She is worried about herself and wonders if perhaps she is not normal....Anne decides not to continue with her medical work but to take courses that have a deeper personal meaning to her.
>
> Anne feels guilty....She will finally have a nervous breakdown and quit medical school and marry a successful young doctor.

A third group of stories could not even face up to the conflict between having a career and being a woman. These stories simply denied the possibility that any woman could be so successful.

> Anne is a code name for a nonexistent person created by a group of med students. They take turns writing for Anne....
>
> Anne is really happy she's on top, though Tom is higher than she–though that's as it should be. Anne doesn't mind Tom winning.
>
> Anne is talking to her counselor. Counselor says she will make a fine nurse.

By way of contrast, here is a typical story written not about Anne, but about John:

> John has worked very hard and his long hours of study have paid off....He is thinking about his girl, Cheri, whom he will marry at the end of med school. He realizes he can give her all the things she desires after he becomes established. He will go on in med school and be successful in the long run.

Nevertheless, there were a few women in the study who welcomed the prospect of success:

> Anne is quite a lady–not only is she top academically, but she is liked and admired by her fellow students–quite a trick in a man-dominated field. She is brilliant–but she is also a woman. She will continue to be at or near the top. And...always a lady.

Hopefully the day is approaching when as many *"Anne"* stories as *"John"* stories will have happy endings. But notice that even this story finds it necessary to affirm repeatedly that femininity is not necessarily destroyed by academe. One would never encounter a comparable story written about John who, although brilliant and at the top of his class, is *"still a man, still a man, still a man."*

It seems unlikely that anyone in our society would view these *"fear-of-success"* stories as portraits of mental health. But even our concept of mental health has been distorted by America's sex-role stereotypes. Here we must indict our own profession of psychology. A recent survey of seventy-nine clincially-trained psychologists, psychiatrists, and social workers, both male and female, revealed a double standard of mental health (Broverman, Broverman, Clarkson, Rosenkrantz, & Vogel, 1970). That is, even professional clinicians have two different concepts of mental health, one for men and one for women; and these concepts parallel the sex-role stereotypes prevalent in our society. Thus, according to these clinicians, a woman is to be regarded as healthier and more mature if she is: more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more excitable in minor crises, more susceptible to hurt feelings, more emotional, more conceited about her appearance, less objective, and more antagonistic toward math and science! But this was the very same description which these clinicians used to characterize an unhealthy, immature man or an unhealthy, immature adult (sex unspecified)! The equation is clear: Mature woman equals immature adult.

Given this concept of a mature woman, is it any wonder that few women ever aspire toward challenging and fulfilling careers? In order to have a career, a woman will probably need to become relatively more dominant, independent, adventurous, aggressive, competitive, and objective, and relatively less excitable, emotional and conceited than our ideal of femininity requires. If she were a man (or an adult, sex unspecified), these would all be considered positive traits. But because she is a woman, these same traits will bring her disapproval. She must then either be strong enough to have her *"femininity"* questioned; or she must behave in the prescribed feminine manner and accept second-class status, as an adult and as a professional.

And, of course, should a woman faced with this conflict seek professional help, hoping to summon the strength she will need to pursue her career goals, the advice she is likely to receive will be of virtually no use. For, as this study reveals, even professional counselors have been contaminated by the sex-role ideology.

It is frequently argued that a 21-year-old woman is perfectly free to choose a career if she cares to do so. No one is standing in her way. But this argument conveniently overlooks the fact that our society has spent twenty long years carefully marking the woman's ballot for her, and so it has nothing to lose in that twenty-first year by pretending to let her cast it for the alternative of her choice. Society has controlled not her alternatives, but her motivation to choose any but one of those alternatives. The so-called freedom-to-choose is illusory, and it cannot be invoked to justify the society which controls the motivation to choose.

Biological Considerations

Up to this point, we have argued that the differing life patterns of men and women in our society can be chiefly accounted for by cultural conditioning. The most common counterargument to this view, of course, is the biological one. The biological argument suggests that there may really be inborn differences between men and women in, say, independence or mathematical ability. Or that there may be biological factors beyond the fact that women can become pregnant and nurse children which uniquely dictate that they, but not men, should stay home all day or shun serious professional careers. What this argument suggests is that maybe female physiology is responsible somehow. One difficulty with this argument, of course, is that female physiology would have to be different in other cultures. In the Soviet Union, for example, one-third of the engineers and 75% of the physicians are women(Dodge, 1966). In America, by way of contrast, women consitute less than 1% of the engineers and only 7% of the physicians. Female physiology *is* different, and it may account for some of the psychological differences between the sexes (e.g., Broverman, Klaiber, Kobayashi, & Vogel, 1968), but most psychologists believe that it is girls' sex-role conditioning which is primarily responsible for the fact that so few women emerge from childhood with the motivation to pursue careers.

The fact is, however, that the answer to this nature-nurture controversy is simply not known. Until a society is willing to raise its boys and its girls with equal opportunity to choose roles for themselves--without being conditioned into a stereotype of what is appropriate for a man or a woman, it will simply be impossible to separate the effects of biology from the effects of cultural conditioning.

If biological differences do happen to exist between men and women in traits like *"nurturance,"* that is, in their inborn motivations to care for children, then this will simply show up automatically in the final distributions of men and women across the various roles: Relatively more women will choose to become pediatricians or child psychiatrists. To say that an average difference exists between men and women does not imply that all women will be nurturant or that all men will not be. We know that a biological difference exists between man and women in height, and yet there are many short men and many tall women. No matter what biological differences there may be between the sexes, there will always be a great deal of *"overlap."* That is, there will always be even greater variation within a sex than there is between the sexes. The elemination of sex-role stereotyping does not imply that there will necessarily be equality of outcome, an equal number of men and women in each and every role, but rather that there will be the widest possible variation in outcome consistent with the range of individual differences among people, regardless of sex.

Actually, the biological argument is irrevelant. The reason can best be illustrated with an analogy. Suppose that every black American boy were to be socialized to become a jazz musician on the assumption that he has a *"natural"* talent in that direction; or suppose that parents and counselors should subtly discourage him from other pursuits because it is considered *"inappropriate"* for black men to become physicians or physicists. Most Americans would disapprove. But suppose it *could* be demonstrated that black Americans, *on the average,* did possess an inborn better sense of rhythm than white Americans. Would *that* justify ignoring the unique characteristics of a *particular* black youngster from the very beginning and specifically socializing him to become a musician? We don't think so. Similarly, as long as a woman's socialization does not nurture her uniqueness, but treats her only as a member of a group on the basis of some assumed *average* characteristic, she will not be prepared to realize her own potential in the way that the values of individuality and self-fulfillment imply that she should.

The irony of the biological argument is that it does not take biological differences seriously enough. That is, it fails to recognize the range of biological differences between individuals within the same sex. Thus, recent research has revealed that biological factors do help to determine many personality traits. The traits of dominance and submissiveness, for example, have been found to have large inheritable components; in other words, biological factors *do* have the potential for partially determining how dominant or submissive an individual, male or female, will turn out to be. But the effects of this biological potential could be detected only in males (Gottesman, 1963). This suggests that perhaps only the males in our culture are raised with sufficient flexibility, with sufficient latitude given to their biological differences, for their *"natural"* or biologically determined potential to shine through. Females, on the other hand, are apparently subjected to a socialization which so ignores their unique attributes that even the effects of biology seem to be swamped.

The Presumed Incompatibility of Family and Career

If we were to ask the average American woman why she is not pursuing a full-time career, she would probably not say that discrimination had discouraged her; nor would she recognize the pervasive effect of her sex-role conditioning. What she probably would say is that a career, no matter how desirable, is simply incompatible with the role of wife and mother.

As recently as the turn of the century, and in less technological societies today, this incompatibility between career and family was, in fact, decisive. Women died in their forties, and they were pregnant or nursing during most of their adult lives. Moreover, the work that a less technological society requires places a premium on mobility and physical strength. Thus, the historical division of labor between the sexes–the man away at work and the woman at home with the children–was a biological necessity. Today it is not.

Today, the work that our technological society requires is primarily cognitive in nature; women have virtually complete control over their reproductive lives; and most important of all, the average American woman now lives to age 74 and has her last child by age 26. Thus, by the time a women is 33 or so, her children all have more important things to do with their daytime hours than to spend them entertaining an adult woman who has nothing fulfilling to do during the second half of her life span.

But social forms have a way of outliving the necessities which gave rise to them. Thus, today's female adolescent continues to plan for a 19th century life style in a 20th century world. A Gallup poll has found that young women give no thought to life after forty (Gallup & Hill, 1962). They plan to graduate from high school, perhaps go to college, and then get married. Period.

The Woman as Wife

At some level, of course, this kind of planning is *"realistic."* Because most women do grow up to be wives and mothers, and because, for many women, this has often meant that they would be leaving the labor force during the child-rearing years, a career is not really feasible. After all, a career involves long-term commitment and perhaps even some sacrifice on the part of the family. Furthermore, as every *"successful"* woman knows, a wife's appropriate role is to encourage her husband in *his* career. The good wife puts her husband through school, endures

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the family's early financial difficulties without a whimper, and, if her husband's career should suddenly dictate a move to another city, sees to it that the transition is accomplished as painlessly as possible. The good wife is selfless. And to be seriously concerned about one's own career is selfish--if one happens to be female, that is. With these kinds of constraints imposed upon the work-life of the married woman, perhaps it would be *"unrealistic"* for her to seriously aspire toward a career rather than a job.

There is some evidence of discontent among these *"selfless"* women, however. A 1962 Gallup poll (Gallup & Hill, 1962) revealed that only 10% of American women would want their daughters to live their lives the way they did. These mothers wanted their daughters to get more education and to marry later. And a 1970 study of women married to top Chicago-area business and professional men (Ringo, 1970) revealed that if these women could live their lives over again, they would pursue careers.

Accordingly, the traditional conception of the husband-wife relationship is now being challenged, not so much because of this widespread discontent among older, married women, but because it violates two of the most basic values of today's college generation. These values concern personal growth, on the one hand, and interpersonal relationships on the other. The first emphasizes individuality and self-fulfillment; the second stresses openness, honesty, and equality in all human relationships.

Because they see the traditional male-female relationship as incompatible with these basic values, today's young people are experimenting with alternatives to the traditional marriage pattern. Although a few are testing out ideas like communal living, most are searching for satisfactory modifications of the husband-wife relationship within the context of marriage. And an increasing number of young people are entering marriages very much like the following hypothetical example:

> Both my wife and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my wife would have more opportunities for part-time work in her specialty. Although I would have preferred to live in a suburb, we purchased a home near my wife's job so that she could have an office at home where she would be when the children returned from school. Because my wife earns a good salary, she can easily afford to pay a housekeeper to do her major household chores. My wife and I share all other tasks around the house equally. For example, she cooks the meals, but I do the laundry for her and help her with many of her other household tasks.

Without questioning the basic happiness of such a marriage or its appropriateness for many couples, we can legitimately ask if such a marriage is, in fact, an instance of interpersonal equality. Have all the hidden assumptions about the woman's *"natural"* role really been eliminated? Has the traditional ideology really been exorcised? There is a very simple test. If the marriage is truly equalitarian, then its description should retain the same flavor and tone even if the roles of the husband and wife were to be reversed:

> "Both my husband and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my husband would have more opportunities for part-time work in his specialty. Although I would have preferred to live in a suburb, we purchased a home near my husband's job so that he could have an office at home where he would be when the children returned from school. Because my husband earns a good salary, he can easily afford to pay a housekeeper to do his major household chores. My husband and I share all other tasks around the house equally. For example, he cooks the meals, but I do the laundry for him and help him with many of his other household tasks."

It seems unlikely that many men or women in our society would mistake the marriage *just* described as either equalitarian or desirable, and thus it becomes apparent that the ideology about the woman's *"natural"* role unconsciously permeates the entire fabric of such *"quasi-equalitarian"* marriages. It is true that the wife gains some measure of equality when she can have a career rather than a job and when her career can influence the final place of residence. But why is it the unquestioned assumption that the husband's career solely determines the initial set of alternatives that are to be considered? Why is it the wife who automatically seeks the part-time position? Why is it *her* housekeeper rather than *their* housekeeper? Why *her* laundry? Why *her* household tasks? And so forth throughout the entire relationship.

The important point here is not that such marriages are bad or that their basic assumptions of inequality produce unhappy, frustrated women. Quite the contrary. It is the very happiness of the wives in such marriages that reveals society's smashing success in socializing its women. It is a measure of the distance our society must yet traverse toward the goals of self-fulfillment and interpersonal equality that such marriages are widely characterized as utopian and fully equalitarian. It is a mark of how well the woman has been kept in her place that the husband in such a marriage is often idolized by women, including his wife. Why? Because he *"permits"* her to squeeze a career into the interstices of their marriage as long as his own career is not unduly inconvenienced. Thus is the white man blessed for exercising his power benignly while his *"natural"* right to that power forever remains unquestioned. Such is the subtlety of America's unconscious ideology about women.

In fact, however, even these *"benign"* inequities are now being challenged. More and more young couples are entering marriages of full equality, marriages in which both partners pursue careers or outside commitments which carry equal weight when all important decisions are to be made, marriages in which both husband and wife accept some compromise in the growth of their respective careers. Certainly such marriages have more tactical difficulties than more traditional ones: It is more difficult to coordinate two independent lives than just one. The point is that it is not possible to predict ahead of time *on the basis of sex* who will be doing the compromising at any given point of decision.

It is clear that the man or woman who places career above all else ought not to enter an equalitarian marriage. The man would do better to marry a traditional wife, a wife who will make whatever sacrifices his career necessitates. The woman would do better–in our present society–to remain single. For an equalitarian marriage is not designed for extra efficiency, but rather for double fulfillment.

An equalitarian marriage also embraces a division of labor within the home which satisfies what we like to call *"the roommate test."* That is, the labor is divided just as it is when two men or two women room together in college or set up a bachelor apartment together. Errands and domestic chores are assigned by preference, agreement, flipping a coin, given to hired help, or–as is sometimes the case–simply left undone.

To their elders, who find this kind of an arrangement within marriage quite foreign to their thinking, these forward-looking men and women propose the following analogy: Suppose that a white male college student decided to room or set up a bachelor apartment with a black male friend. Surely the white student would not blithely assume that his black roommate was to handle all the domestic chores. Nor would his conscience allow him to do so so even in the unlikely event that his roommate would say: *"No, that's okay. I like doing housework. I'd be happy to do it."* The white student would still not be comfortable if he took advantage of this offer, because both he and America have finally realized that he would be taking advantage of the fact that our society had socialized such a roommate to be *"happy"* with so blatant an inequity. But now change this hypothetical black roommate to a female marriage partner, and somehow the student's conscience goes to sleep. At most it is quickly tranquilized by the comforting thought that *"she is happiest when she is ironing for her loved one."*

The Woman as Mother[5]

In all marriages, whether traditional, quasi-equalitarian, or fully equalitarian, the real question surrounding a mother's career will probably continue to be the well-being of the children. All parents want to be certain that they are doing the best for their children, and that they are not depriving them in any important way, either materially or psychologically. What this has always meant in most families that could afford it was that mother would devote herself to her children on a full-time basis. Women have even been convinced–by their mothers and by the so-called experts-that there is something wrong with them if they want to do otherwise.

For example, according to Dr. Spock (1963), any woman who finds full-time motherhood unfulfilling is showing *"a residue of difficult relationships in her own childhood."* If a vacation doesn't solve the problem, then she is probably having emotional problems which can be relieved *"through regular counseling in a family social agency, or, if severe, through psychiatric treatment....Any mother of a preschool child who is considering a job should discuss the issues with a social worker before making her decision."* The message is clear: If you don't feel that your two-year-old is a stimulating companion, then you are probably neurotic!

Actually, this is the first time in history that mothers have even been able to think about the possibility of devoting themselves to their children on a full-time basis. Never before has motherhood been a full-time occupation for any adult woman. In the past, women had to spend a great deal of time and energy running the household: baking bread, churning butter, preserving vegetables and sewing clothing. Children were not neglected, but they were freer to develop the autonomy and initiative and independence so necessary for adulthood. Only in recent times has the homemaker had time to worry about her child's development, to organize his social life, and to discuss his problems.

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[5] Many of the ideas in this section are from Rossi (1965).

In fact, there is some evidence that full-time mothering may actually be harmful. Too often, the full-time mother tries to live through her children. The mother whose own identity is defined solely through her children's accomplishments cannot leave her children really free to strive on their own and to learn from their own mistakes. For the child's mistakes are her failures, and so her emotional strength is weakest at that moment when her support is needed the most. Children cannot be hovered over like hothouse plants. Without some identity of her own, the full-time mother is inevitably tempted to bind her children to her in a dependency relationship which only makes it more difficult for them to step into maturity and adulthood. Thus, a high percentage of the psychoneurotic discharges from the Army during World War II was traced to these young soldiers' over-dependence on their mothers (Strecker, 1946). Furthermore, the counseling centers of most college campuses are filled with young men and young women who need help in freeing themselves from their dependency on their parents, particularly their mothers.

But when these same female students themselves become mothers, they will be encouraged to perpetuate this cycle of dependency; they will be discouraged from even taking a job because *"the children might suffer."*

Research does not support the view that children suffer when mother works, however. Although it came as a surprise to most researchers in the area, maternal employment in and of itself does not seem to have any negative effects on the children; and part-time work actually seems to benefit the children. Children of working mothers are no more likely than children of non-working mothers to be delinquent or nervous or withdrawn or anti-social; they are no more likely to show neurotic symptoms; they are no more likely to perform poorly in school; and they are no more likely to feel deprived of maternal affection. Daughters of working mothers are more likely to want to work themselves and, when asked to name the one woman they most admire, they are more likely to name their own mothers! (Nye & Hoffman, 1963.) If only this last fact could be disseminated to every working mother in America because the other thing that's true of almost every working mother is that she thinks she might be hurting her children and she feels guilty. If only she knew how much her daughter admired her. Finally, research has shown that the worst mothers are those who would like to work, but who stay home out of a sense of duty (Yarrow, Scott, de Leeuw, & Heinig, 1962). The major conclusion from all the research on maternal employment seems to be this: What matters is the quality of a mother's relationship with her children, not the time of day it happens to be administered. The conclusion should come as no surprise to anyone; successful fathers have been demonstrating it for years. Some fathers are great, some fathers stink, and almost all of them work eight hours a day!

Similarly, the quality of the substitute care that children receive while their parents are at work also matters. Young children do need security, and research shows that it is not good to have a constant turnover of parent-substitutes, a rapid succession of changing babysitters (Maccoby, 1958).

But that is not the same as adding additional, relatively permanent adults to the child's life. In previous years, the extended family accomplished this automatically; any one of several adults might be tending to the child's needs on any specific occasion. Even today, 35% of all working women still turn to their own relatives for substitute child care during their working hours. In addition, however, there are many middle-aged women, both in and out of the labor force, whose main fulfillment in life has been the raising of their own children. In preference either to their current idleness or the dull routine of low-level jobs, such women would probably like nothing more than to have the opportunity to participate in the rearing of still another child.

But the status of child care as an occupation must be upgraded–these women will not answer ads for *"cleaning woman."* Accordingly, Alice Rossi (1965) has suggested that a course of study be developed which would yield a certificate in practical mothering, much like the current certificate in practical nursing. This program could offer courses in first aid, in child development, in games and crafts for young children, and in the special nature of the child–mother-subsitute relationship.

But at its best, this solution is expensive and hence available only to relatively wealthy couples. Far more important is the establishment of government-sponsored child care centers. Every women's rights organization, no matter how conservative, is in agreement on this central issue: that free child care centers should be available, like public schools, parks, and libraries, for those who want to use them. In 1970, the President's Task Force on Women's Rights and Responsibilities asserted that:

> "Our national goal should be a system of well-run child care centers available to all pre-school children. Although priority would be given the needs of low-income working mothers, the facilities should be available to middle income mothers who wish to use them." (p.13)

But mothers must feel free to utilize these alternative arrangements for child care. For it is here that America's sex-role ideology intrudes once again. Many people still assume that if a woman wants a full-time career, then children must be unimportant to her. But of course, no one makes this assumption about her husband. No one assumes that a father's interest in his career necessarily precludes a deep and abiding affection for his children or a vital interest in their development. Once again, America applies a double standard of judgment. Suppose that a father of small children suddenly lost his wife. No matter how much he loved his children, no one would expect him to sacrifice his career in order to stay home with them on a full-time basis–even if he had an independent source of income. No one would charge him with selfishness or lack of parental feeling if he sought professional care for his children during the day.

It is here that full equality between husband and wife assumes its ultimate importance. The fully equalitarian marriage abolishes this double standard and extends the same freedom to the mother. The equalitarian marriage provides the framework for both husband and wife to pursue careers which are challenging and fulfilling and, at the same time, to participate equally in the pleasures and responsibilities of child-rearing. Indeed, it is the equalitarian marriage which has the potential for giving children the love and concern of two parents rather than one. And it is the equalitarian marriage which has the most potential for giving parents the challenge and fulfillment of two worlds–family and career–rather than one.

Does the equalitarian marriage have any serious drawbacks? We don't think so. In fact, we think it holds great promise for future relations between the sexes. Not only does it enable both husband and wife to participate in the worlds of family and career, but, in addition, it encourages a person to marry his or her *"best friend."* Many current divorces share the unhappy fact that the husband's career enables him to continue to grow, whereas the homemaker role – or the dead-end job designed to *"put him through school"* – often stifles his wife. Once the romance fades, the husband and wife have little in common beside the children. A love relationship between two equally active *"best friends"* is likely to be far more stable.

An equal relationship also enables both husband and wife to step out of their stereotyped social roles. No longer need husbands pretend to be ever strong and brave and aggressive. Perhaps men will have fewer heart attacks when they are allowed to express their emotions openly and when they are able to share the responsibility for breadwinning without feeling the stigma of being *"unmasculine."* Certainly women will make fewer trips to the psychiatrist when they no longer have to define their identities solely through the accomplishments of their husbands and children.

Preparing For The Future:
The Role of the Guidance Counselor

No one can predict the future with certainty, but a number of trends are now emerging which will ultimately make it possible for women to achieve equality in the world of work. New laws are ending sex discrimination in employment; and increasing numbers of both men and women are becoming sensitized to the more subtle forms of prejudice and discrimination which derive from America's sex-role ideology. Coming years will see the establishment of child care centers, either attached to universities and other large-scale organizations or sponsored by the government. And, concern about population growth will discourage young women from looking to child-bearing as their primary means of fulfillment. No longer will *"another child"* be an acceptable solution to the emptiness a mother must face when her earlier children go off to school. Accordingly, women will look increasingly to the world of work for personal fulfillment. We already know that a college education increases the likelihood of a woman's working; and as more and more women obtain higher education our society will begin to feel even more painfully the strains of a labor pool overqualified for clerical and domestic work. Furthermore, as today's idealistic young men and women start families of their own, the equalitarian marriage is likely to become commonplace rather than radical. In addition, part-time work is likely to become increasingly available, both for women and for men. Finally, the visibility of the *"women's liberation"* movement will accelerate every one of these trends. Indeed, we predict that equality between the sexes will be the dominant social issue of the 1970's.

The guidance counselor is strategically placed either to act as a catalyst for these forces or to counsel young men and young women into a stereotype of work and family which no longer matches reality. Because most adolescents are not yet sensitive to these trends and because young girls have already learned to limit their horizons to home and family, the guidance counselor must be prepared to act as a social change agent.

If we truly believe that every young person should be free to pursue whatever vocation he or she desires; if we really believe that the counselor's function is to help the young person to make an informed choice from among a wide panorama of possibilities, then we must once again come face to face with the fact that our society's sex-role ideology has already drastically reduced the number of alternatives that the female adolescent is psychologically prepared to consider. Her so-called *"freedom of choice"* is illusory. The counselor must take responsibility for awakening young women to an entire spectrum of new possibilities.

It is not sufficient merely to inform women that their horizons need not be limited in this way, that women are now being accepted–even recruited–into professions that previously were closed to them. The psychological effects of their sex-role conditioning will not vanish that easily.

What is required is far more revolutionary. What is required is the beginning of a thorough re-education. Every female adolescent must be encouraged to question the role of *"woman"* that she has assimilated from her parents and from her culture. Every girl who has ever hidden her intelligence for fear of losing her popularity has already experienced in miniature the psychological conflicts that lead women to anticipate disaster if they–or any woman–should come out ahead of some man academically or professionally. These girls must be forced to confront this sex-role schizophrenia when it first appears. The conflicts must be recognized if a woman's potential for self-fulfillment is ever to be realized.

What can a guidance counselor do?

(1) Prepare the way for an *"identity crisis."*

College counselors report that at about age eighteen, men undergo an *"identity crisis."* That is, they begin to ask themselves the following kinds of questions: *"Who am I? What do I want to become? What occupation will I find most fulfilling? What style of life is really me?"* This re-evaluation of previously unexamined assumptions about themselves has long been recognized by psychologists as a prerequisite for full maturity.

But among college women, identity crises are conspicuously absent. Because our society provides ready-made answers for women–*"You will be John's wife and Mary's mother"*–young women see no need to ask these kinds of questions. If women are ever to discover their own identities, if women are ever to live up to their own potential, they must be forced to question the adequacy of these ready-made answers as early as possible.

We recognize that counseling theory generally discourages the attempt to restructure the counselee's current value system. But to avoid challenging the framework of today's female adolescent is to abdicate responsibility for women in the 1970's. No female in our society today is free to make a truly personal choice regarding vocation or life style until she has begun to question society's ready-made values and priorities.

Whether she begins to take herself and her work-life seriously at eighteen or not, decisions which are intimately bound up with *"woman's place"* will recur again and again in her life. Should she drop out of college in order to put her husband through medical school? (Would he be expected to do the same for her?) Should she quit her job when the children are young? (Couldn't she and her husband each arrange to work part-time?) Should she do all the household chores even though both she and her husband work eight-hour days? Should she leave her job or school because her husband has a better job offer in another city? The adolescent still has all of her major life decisions ahead of her. She must be encouraged to critically examine the role of *"woman"* now–before she finds herself trapped by relatively irreversible decisions about education, marriage, and children. The decision she makes tomorrow may not change, but a process of serious self-examination will reverberate throughout the many decisions she makes over the course of her lifetime. It may lead her, at thirty-five, to apply to medical school rather than to secretarial school.

We suggest that this process can best be facilitated through a course on the role of women and the nature of America's sex-role ideology. Such a course (or series of group discussions) would place America's sex-role practices into historical, anthropological, sociological, and psychological perspective. It would sensitize women to their own sex-role conditioning, and it would provide a forum in which they could begin to examine their own incipient conflicts about whether it is possible for a woman to be successful both professionally and socially.[6]

Professional women–both from within the school and from the surrounding community–should be invited to participate in the course and to discuss their personal experiences. Women active in the struggle for equal rights–members of the National Organization for Women (NOW) and the Women's Equity Action League (WEAL), for example–should be invited to discuss the nature of discrimination against women and the steps being taken to end that discrimination. In addition, undergraduate women on college campuses across the country are eager to have the opportunity to talk to high-school girls about the changes they have undergone and the conflicts they have felt. This is potentially the most credible and persuasive group of all. Contact the college YWCA or NOW group on the campus nearest you.

Women desperately need to have successful role models available to them as they begin to make their life decisions. At the moment, the only adult role models most of them have ever seen are teachers, nurses, secretaries, librarians, sales clerks, and mothers. As noted earlier, mothers who work have daughters who want to work. The power of a positive role model is not to be underestimated.

Finally, the subject of women's roles should begin to crop up fairly regularly in the school. Pamphlets from the Women's Bureau of the Department of Labor should be easily accessible. Teachers should be encouraged to devote a unit of English or History or Sociology to the subject of women. Students should be encouraged to write papers on the topic. Perhaps one P.T.A. meeting could be set aside for a speech on the subject. (Both the National Organization for Women and the Women's Equity Action League have Speakers' Bureaus for just this purpose.) New books on the women's liberation movement are being released every day. These books should be displayed prominently in the school library. On career days, professional women should be sought to represent occupations generally considered the province of men. Finally, interested students themselves should be consulted for suggestions about school programs on the subject.

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[6] Colleges and universities have been preparing courses like these. For suggested curriculum materials, write KNOW, P.O. Box 86031, Pittsburgh, PA. 15221

(2) When counseling women, don't be *"realistic."*

Too many bright women are counseled away from professions that would really challenge them and into paths that are considered to be *"more realistic"* for a woman. Similarly, whereas gifted boys are inevitably encouraged to attend the best colleges, regardless of geographical location, girls of equal intelligence are often packed off to *"good"* local schools because they will *"just be getting married anyway."* And women who are not planning to attend college are rarely encouraged to consider training for relatively high-paying jobs as electricians or plumbers, despite the fact that the 1964 Civil Rights Act prohibits discrimination in employment on the basis of sex.

Even more to the point, because it is true that most girls grow up to be wives and mothers, counselors have consistently urged female adolescents to plan for a life of *"multiple roles."* The ever-present, never-questioned assumption that the woman's work-life would be characterized by discontinuity, compromise, and coordination has effectively prevented women from aspiring toward challenging, long-term commitments in fields like law or medicine or science or politics. It has forced women to consider seriously only those occupations which do not involve lengthy training and which allow for discontinuous employment, i.e., secretary or nurse or teacher.

Again we ask: Why is it the wife who must be responsible for running the household? We recognize that a fully equalitarian relationship may seem very radical. But just as most girls grow up to be wives and mothers, so, too, do most boys grow up to be husbands and fathers. Even if a couple decided that their relationship is not going to be *fully* equalitarian, there is still no reason for the woman to be the only one who has to worry about coordinating family with career.

There is a temptation for counselors to make two kinds of errors in the guidance of young girls: either they treat girls exactly like boys, without recognizing that the number of alternatives psychologically open to them must be drastically expanded; or they treat girls like future wives and mothers who must *"realistically"* plan for the discontinuity, compromise, and coordination necessary in a life of multiple roles. Perhaps it is time we recognized that men also play multiple roles. Perhaps it is time we worried a bit less about the girl's future role as wife and mother, and worried a bit more about the boy's future role as husband and father. Perhaps it is time we encouraged the young boy to think more about how he was going to coordinate *his* career with home and family.

There is at least one other group in our society which has suffered the consequences of *"realistic"* advice. Many black men and women are now justifiably bitter that they are not in a position to take advantage of newly opening opportunities because high school teachers and counselors guided them away from academic courses and into vocational ones.

> Don't misunderstand me now. We all here like you, you know that. But you've got to be realistic about being a nigger. A lawyer–that's no realistic goal for a nigger. You need to think about something you *can* be. You're good with your hands....Why don't you plan on carpentry?
>
> High school English teacher to Malcolm X.
> From *The Autobiography of Malcolm X*,
> p. 36.

The moral is clear: It is better to prepare a woman for a career which she may later decline than to prematurely limit her capabilities. The best counseling is that which leaves open the largest spectrum of possibilities. A nuclear physicist can easily become a clerk-typist if she (or he) so decides; the reverse path is known to be more difficult.

(3) Remove sources of sex-role stereotyping within the school.

Courses in cooking and sewing prepare women for homemaking. Courses in typing, bookkeeping, and shorthand prepare women for clerical work. But these are only two of the many occupations that a woman might choose to pursue. Women must not be guided into these courses just because they are women. And to *require* such courses of women--but not of men--is blatant discrimination which perpetuates the second-class status of women in our society.

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Our culture forces female adolescents to spend an inordinate amount of time thinking about their adequacy as women. It is time for guidance counselors to deflect some of that energy into concern for their adequacy as human beings.

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ELIMINATING SEXISM FROM THE SCHOOLS: AN APPLICATION OF PLANNED CHANGE

by Carole L. Hahn

In the past five years much has been written about the symbols of sexism in schools--the omission of women from history books,[1] the effects of using male pronouns,[2] the stereotypic portrayal of strong, adventuresome males and dependent, nurturant females in elementary readers,[3] the preponderance of males as administrators and females as elementary teachers,[4] the unequal expenditures for male and female athletic programs,[5] and the concentration of a single sex in vocational classes.[6] At first we were shocked, angered or depressed by these exposés of the inequality existing in our public schools. We realized that the cliché, "the primary goal of education is to help individuals realize their potential," included a qualification, "as long as they stay within the limits of traditional sex roles."

But by 1975 many social studies educators, men and women, have become sensitive to sexism in schools. In the language of the movement, they have had their "consciousness raised," and now they want to *do* something. Many believe that is vitally important for all our students, male and female, to realize their full intellectual, physical, and emotional potential. For that reason, we cannot let sexism continue in learning materials or school policies. For the sake of individual fulfillment and so that our nation can take full advantage of its human resources, it is appropriate that social studies educators work for change in the sexist character of schools.

Lofty goals and good intentions are not enough to cause substantial changes in education. Too often in the past, people with good causes have been frustrated in their efforts to bring about change because they did not involve others and because they did not systematically develop plans for creating change.

To begin, one must realize the implications of being part of a larger organization. Including more women in the course you teach, using nonsexist language yourself and planning student activities to raise the consciousness of students in your class will have limited effect if sexism pervades the rest of the students' school experiences. It is, therefore, important to change the climate of the school.

You are more likely to be successful in your change efforts if you make use of the available knowledge on planned educational change. The principles of planned change are applicable to the adoption of any new ideas, practices, or products.[7] They would be useful to people who want to promote team teaching, affective education, or a new social studies series. In particular, social studies educators who want to change curriculum or cultural norms in schools to overcome sexist bias should build on what is already known about how change takes place in an organization like a school.

Some general principles of planned change that are applicable to the issue of sexism are these: that individuals proceed through identifiable stages as they move toward the adoption or rejection of an innovation; that particular roles have potential to facilitate or hinder change; that certain techniques are more effective than others in promoting change in any given situation; and that using this knowledge in the development of a systematic plan of action is more

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likely to result in change than individual, spontaneous, and often haphazard action.

Identifying Stages in the Adoption Process

In planning for change, it is helpful to understand that there is a mental process through which an individual moves from first knowledge of an innovation to the decision to adopt the new idea, practice, or product in place of what he or she was using or doing previously.[8] At the knowledge stage, individuals become aware of an idea or practice that is new to them, and they begin to gain some understandings of it. For example, one teacher, Ms. Stanton, may read that women played a greater role in the frontier movement and in the labor movement than is reflected in the United States history curriculum. At the second, or persuasion, stage the individual forms a favorable or unfavorable attitude toward the innovation. Ms. Stanton is impressed when some teachers in another school tell her they are pleased with the changes they made in their social studies curriculum. They assure Ms. Stanton that it is no longer difficult to find student materials or films that depict women's contributions, and they say more accurate student learning makes the effort worthwhile. Ms. Stanton moves into the third, decision, stage when she decides to try a single lesson on women of the frontier. As she moves into the fourth, or confirmation, stage, Ms. Stanton seeks reinforcement for her decision. If students show interest in the lesson, if they do well on a related test item, and if other teachers in the department or parents compliment her for her efforts, she is likely to continue to include the role of women throughout her courses, and she begins to persuade other members in her department to reexamine their curriculum.

At this point it would be a good idea for you to write down your specific goals for overcoming sexism in your school. What ideas, practices, or products do you want adopted? Do you want the idea accepted that curriculum or cultural traits (such as the formation of separate lines for boys and girls whenever students must "line up," scolding fighting females for being "unladylike," enrolling males in industrial arts and females in home economics) should be examined? Or do you want the practice of nonsexist language adopted by students and teachers alike? Do you want a product, such as a particular book or simulation, adopted because it shows men and women in a variety of roles? After you have identified your goals, determine the stage of the adoption process that characterizes various relevant individuals.

Involving Others

Particular roles have been found to be critical to the change process. Before developing your plan of action you should identify other people who should be involved. "Opinion leaders," "inside advocates," "legitimizers," and "gatekeepers" are often of key importance to the acceptance or rejection of a new idea.

Opinion leaders are people who informally influence the attitudes or behaviors of others.[9] They follow the norms of the social system, rarely deviate from tradition and do not take great risks in trying new things. They are accepted by others as being "one of us," and they have much potential to help or hinder your efforts to promote change. In the lounge, in the lunchroom and at meetings observe who has the most informal influence. Because they influence others, it is especially important that opinion leaders believe that the changes you propose are compatible with their needs, interests, and values.

For people like curriculum coordinators, college professors, or concerned parents who are not part of the target school they seek to change, it is particularly important to identify inside advocates. One study concluded that an individual within the system who sees it in his or her best interest to promote a change was crucial to the adoption and successful implementation of new practices.[10] Find out if there is anyone in the school who has shown interest in identifying and overcoming sex bias in materials and school practices. Determine the extent to which those potential advocates are respected and accepted by others.

Legitimizers and gatekeepers are also needed on your side. They are people whose approval is required to proceed with a change. A principal may need to sign requisitions, a curriculum committee may need to approve new courses, or a curriculum supervisor might be able to prevent the use of new materials.

You should make special efforts to get opinion leaders, inside advocates, legitimizers, and gatekeepers to work with you.

Selecting Techniques

Different techniques for bringing about change are particularly effective at different stages in the adoption process.

Mass media sources of information are particularly effective for building knowledge and creating interest. You can post articles in a teachers' lounge or circulate magazines through teachers' boxes to alert people to the bias in materials and to sexist school practices.[11] You may share advertisements or brochures to inform people about new books, filmstrips, or simulations about women in history and contemporary affairs. Movies[12] or speakers might be a springboard to discussion at a parents' meeting or teachers' in-service workshop. Encourage opinion leaders to attend conventions where they can hear speakers and see material displays. The NCSS Committee on Social Justice for Women has been working hard so that there will be more state, regional, and national convention sections on teaching about women.

Interpersonal sources of communication are particularly important at the persuasion stage. By talking to someone on a one-to-one basis you can respond to his or her personal concerns. But don't try to do all the intense personal communication yourself.

Identify people in your area who have the materials or practices that are being considered. If you know of a school that has increased the vocational training opportunities for males and females by revising courses in business, health sevices, and industrial and commercial areas, ask someone who has worked with the changes to talk with your faculty. Encourage the teachers in your school who have tackled the language stereotypes to share their experiences in discussions with other teachers.

If at all possible, arrange for the opinion leaders, gatekeepers or potential adopters to observe a demonstration of the change. Invite other teachers into your class, encourage an opinion leader to visit another school when the new material is being used or where curriculum has been revised. In his study of the diffusion of innovations in New York, Brickell concluded that "nothing convinces like a visit."[13]

When either you or a colleague decides to try a new activity, support will be needed to counter the element of risk. Begin with a small-scale trial. No matter how good a new book may look for including information about women and presenting people in varied roles, it is a good idea to try a little bit on a pilot basis before buying class sets. Take advantage of the 30-day free trial period for reviewing a new filmstrip with your class before you ask the district office to purchase it. Get a colleague to help you plan how you can best evaluate changes in student knowledge and attitudes and the reactions of both teachers and students to the new material.

If you are thinking of offering a course in women's studies, pilot test it first as a minicourse, or as a unit in an existing course, and systematically evaluate your trial run.

Herlihy's work with *Man: A Course of Study* suggests that it is wise to pilot new programs with a few interested volunteers who can support each other. The overt support of the early riskers by an authority figure is also important.[14]

Once a new book or new policy is adopted by a single teacher or a total school, the change is not complete. Rather, one must carefully plan implementation strategies so that the change will result in improvement. Teams of teachers can best provide help to one another in evaluating effects of the change on an on-going basis, identifying problems, brainstorming about possible alternative modifications, and encouraging each other in making needed adaptations.

Developing a Plan

Keeping in mind the principles about roles, needs, and effective techniques at various stages in the adoption and implementation process, list all the ways in which various people might help you. Are there college professors, state department personnel, or curriculum supervisors who could demonstrate lessons at in-service programs, lend materials, or help with the evaluation of a trial? Who has access to funds to send opinion leaders to conventions, to conduct workshops, to buy materials? Who can provide verbal encouragement and moral support to teachers who are considering trying a new lesson about women or who are changing school policy to encourage males and females to participate equally in industrial training and athletic programs? What teachers, parents, and students might be helpful in spreading the belief that there is a need for change? Be alert also to what the defenders of the status quo are saying. Their messages may signal points you should attend to.

By planning carefully and by involving others, social studies educators will be successful in making their classrooms and their schools places where males and females will develop more of their individual and collective potential. We hope that this special section in *Social Education* will be useful to you in making changes.

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[11] Special journal issues on sexism may be useful: *Phi Delta Kappan*, October 1973; *Educational Leadership*, November 1973.

[12] "The Role of Women in American Society" (Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160) and "Protocol Materials on Sex-Role Stereotyping" (Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103) are film-based curriculum projects useful to stimulate discussions.

[13] Henry M. Brickell, *Organizing New York for Educational Change*, State Education Department, Albany, New York, 1961.

[14] John Herlihy, "Prologue to Change," *Social Education*, Vol. 38, No. 5, May 1974, p.453.

EXCERPTS: REACTIONS TO CHANGE

The following materials has been excerpted from Implementing Title IX: A Sample Workshop (The Nature of Change - A Lecturette).[1] *The authors, Shirley McCune, Martha Matthews, Kent Boesdorfer, Joyce Kaser, and Judy Cusick, outline the stages of change people go through in reacting to innovation.*

1. Shock or surprise

Our first reaction to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments frequently heard when people are at this initial stage of change include:

> "What! Discrimination in our school?"
>
> "What do you mean that I discriminate against females/males in my classroom?"
>
> "Title IX? What are you talking about?"

2. Disbelief

Shock or surprise soon gives way to active disbelief. We tend to resist information which would require us to reexamine or modify out perceptions of ourselves and the world around us. Comments frequently heard at this stage of change are:

> "There's no discrimination in our school!"
>
> "I treat every student exactly alike."
>
> "Title IX doesn't really apply to our school."

3. Guilt

When we receive new information we may feel inadequate or guilty about the content of the information or simply the fact that we did not know about the new information. Thoughts which may pass through our minds at this stage include:

> "I should have realized that our school really does discriminate against students on the basis of sex!"

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1. *Reprinted with permission from the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C., 1976.*

> "I feel terrible that I have taught in sex-segregated groups for years."
>
> "Why didn't I know about this Title IX?"

4. Projection

None of us can live with a great deal of guilt about our behavior or lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

> "Those administrators have no awareness of sexism; they'll never move!"
>
> "Parents in our community are so rigid. They'll never accept coed physical education classes."
>
> "We wouldn't have to deal with Title IX if it hadn't been for those crazy women!"

5. Rationalization

The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to "think" about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem solving can begin. Comments heard at this stage might include:

> "Our school conducted an institutional self-evaluation and identified twelve instances of sex differentiation in student policy."
>
> "You know, I realized that I do tend to expect the boys in my class to be better in mathematics than the girls."
>
> "Title IX implementation will require considerable effort from all persons in the system, but it is worth it if we we can improve the quality of the educational services that we provide."

6. Integration and action

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information--the action objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

> "One of the goals of the task force on physical education and athletics will be to evaluate the total physical education curriculum to ensure that an adequate variety of activities is provided to meet the needs of all students, males and females."
>
> "One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence those decisions."
>
> "Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements."

7. Acceptance

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understanding. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point are:

> "We've worked steadily to reduce sexism in our educational programs and have made progress."
>
> "The skills I've learned to combat bias in textbooks have improved all aspects of my teaching."
>
> "Title IX has been an important motivation for improving our education programs and our relationships with the community."

This formulation of change would suggest that those of us working for the implementation of Title IX should observe the following guidelines for change:

- Remember that change and learning take a period of time. Do not expect that persons will accept new ideas immediately.

- Anticipate that the first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often a necessity before we can begin creative and rational problem solving.

- We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own ultimate reactions or those of others.

Capitol Hill FORUM

VOLUME 1, NUMBER 8 YOUR VOICE ON CAPITOL HILL JULY 28, 1975

Title IX: New Rules For An Old Game

By Margaret C. Dunkle

The long-awaited and far-reaching regulation implementing Title IX of the education amendments of 1972 barring sex discrimination in federally assisted education programs went into effect on July 21. Attempts to send the regulation back to the Department of Health, Education and Welfare (HEW) for further redrafting failed, as did eleventh-hour efforts to amend Title IX itself.

Title IX provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." This prohibition applies to *every* educational institution which receives federal money—preschools, elementary and secondary schools, vocational schools, colleges, and universities. Although it has been labeled as "that sports law," Title IX prohibits sex discrimination across the board—from the admission of students, to the treatment of students once they are admitted, to the employment practices of an institution. It is the only sweeping federal law that prohibits sex discrimination against students.

The path to the establishment of standards for judging sex discrimination in schools and colleges was tortuous and troubled. It was littered with over three years of debate within (and without) HEW, a draft regulation which elicited an unprecedented 10,000 public comments, a 45-day congressional review period which produced heated discussion of the dollar value (and occasionally the educational value) of intercollegiate sports programs, and several legislative attempts to alter the law itself.

As the battle lines were drawn, it became clear that Title IX was stimulating new and unique coalitions. The various sides on the issues could not be identified by party, geographical, liberal/conservative or even sex labels.

The last episode of the three-year saga that led to the implementation of a final Title IX regulation began on June 4, when HEW published the regulation in the *Federal Register* and sent it to Congress for final review (as required by the 1974 General Education Provisions Act.) After two weeks of hearings, Rep. James O'Hara's (D-Mich.) subcommittee on postsecondary education failed to push through a concurrent resolution of disapproval to send the regulation back to HEW as "inconsistent with the law." Although the bulk of the testimony before O'Hara's subcommittee concerned intercollegiate athletics, the subcommittee instead attempted (albeit unsuccessfully) to reject as "inconsistent" several less controversial procedural portions of the regulation: the requirement that institutions conduct an internal self-evaluation and set up a grievance procedure to handle Title IX complaints, and the provision stating that institutions seeking a religious exemption must submit a specific statement to HEW. The general resolutions of disapproval that James Martin (R-N.C.) introduced in the House and Jessie Helms (R-N.C.) introduced in the Senate were similarly thwarted in committee. O'Hara also introduced a bill to amend Title IX's coverage of physical education and athletics. The full Education and Labor Committee refused to act immediately on the bill, however, and referred it back to O'Hara's subcommittee for further study.

Rep. Bob Casey (D-Tex.) led an unsuccessful last-ditch effort to exclude several areas from Title IX coverage by taking away HEW's authority to withhold or cut off funds if an institution had single-sex physical education classes or supported honorary organizations which discriminated on the basis of sex. (Under the Title IX regulation, instruction in non-contact sports must be coeducational: instruction in contact sports can be single-sex.) The Casey amendment would also have exempted *social* fraternities and sororities and such groups as the Girl Scouts, Boy Scouts, YMCA, and YWCA; however, these groups had already been exempted from Title IX by an amendment introduced by Sen. Birch Bayh (D-Ind.) last December.

Opponents of the Casey amendment maintained that institutions could use it to deny girls access to physical education opportunities. They also argued that allowing single-sex honorary societies in schools and colleges would implicitly sanction discrimination by denying women important job credentials and contacts. Advocates of the Casey amendment stressed their opposition to federal interference in the autonomy of instituions and school districts.

After a round of legislative ping pong, and under pressure from what Casey called "the heaviest lobbying I've ever seen around here," the House finally agreed on July 18—by a 215-178 vote—to drop the Casey amendment, which originally passed in April by a 108 vote margin (253-145). This dramatic shift followed on the heels of a July 11 conference report with the House and Senate disagreeing over the Casey amendment, a July 16 212-211 House vote to retain the Casey amendment, and a July 17 65-29 Senate vote to reject it.

Although most of the debate over Title IX has focused on athletics, the implications of the law go far beyond the playing field and the locker room. Indeed, as institutions conduct the required self-evaluation in the coming year, they are likely to discover heretofore unrecognized sex discrimination in a host of areas. Following are some of the kinds of changes likely to occur as institutions bring their policies and practices into line with Title IX.

Admissions. Most schools can no longer legally discriminate against women (or men) in admissions. Public coeducational undergraduate schools, all graduate and professional schools (whether public or private), and all vocational schools must have sex-blind admissions. The statute, however, specifically allows single-sex public undergraduate colleges to remain single-sex, and private undergraduate colleges to continue to discriminate in admissions on the basis of sex if they so desire. Although these schools can discriminate in admissions, they cannot discriminate against students on the basis of sex once they are admitted.

Many schools and colleges have traditionally had quotas on the number of women admitted. The dramatic increase in the number of women in medical and law schools since 1972 can be largely attributed to Title IX's clear mandate in this area.

Scholarships. Generally, schools cannot provide financial aid on a sex discriminatory basis. They may, however, offer single-sex scholarships established by a will or trust *if* the overall effect is not discriminatory. To ensure this, institutions must use a pooling procedure, first selecting students on some nondiscriminatory basis, then matching scholarships to students. Similarly, the males-only Rhodes scholarship can continue to be offered by colleges *if* similar opportunities for women to study abroad are offered. Regarding athletic scholarships, institutions must provide "reasonable opportunities for such awards" to both sexes. It has generally been more difficult for females than for equally needy and qualified males to receive financial aid. Also, single-sex scholarships are fairly common and, on some campuses, institutions may need to find additional funds so that their overall pattern of scholarships is not discriminatory.

Rules and Regulations. Schools cannot discriminate on the basis of sex in applying or setting any rules of behavior, sanctions, treatment, appearance, domicile, or residence. At present a number of institutions have different curfews or visitation rights for female and male students. A number also have discriminatory dress codes and residency requirements which differentiate on the basis of sex.

Fraternities and Sororities. Honorary fraternities and sororities cannot discriminate on the basis of sex if they receive "significant assistance" from an institution. *Social* fraternities and sororities, on the other hand, are specifically exempt from Title IX. A number of school-supported honorary organizations are single-sex; others discriminate on the basis of sex in their membership qualifications or services. If these organizations wish to continue to receive school support, they must become nondiscriminatory.

Physical Education Classes. Schools and colleges must generally offer coeducational physical education instruction. For participation in contact sports, however, schools may instruct boys and girls separately. Students may also be grouped by ability. Elementary schools have until July 1976 to comply with this requirement; high schools and colleges have until July 1978. Also, if a school offers instruction concerning human sexuality, it can offer separate sessions for girls and boys. Many elementary schools already offer coeducational physical education instruction, as do a number of high schools and colleges. Often, when instruction has been separate, the courses offered have been quite different.

Athletics. Generally schools cannot discriminate on the basis of sex in interscholastic, intercollegiate, club, or intramural athletics. Schools may maintain separate teams for females and males when team selection is based on competitive skill, and in contact sports such as boxing, wrestling, rugby, football, and basketball. In noncontact sports, if a school offers only one "single-sex" team, members of the other sex must be allowed to try out for it if their athletic opportunities were previously limited. Contact sport teams can remain single-sex, however, even if there are no comparable opportunities for the other sex. Overall, schools must provide "equal opportunity" in sports.

In determining whether or not equal opportunity is offered, HEW will consider whether the selection of sports and levels of competition "effectively accommodate the interests and abilities" of both females and males. Additionally, such things as supplies, facilities, equipment, scheduling of games and practice times, travel and per diem allowances, coaching, academic tutoring, medical services, special housing or dining services, and publicity will be considered. Equal aggregate expenditures are not required, although HEW "may consider the failure to provide necessary funds" in assessing equal opportunity. Elementary schools have until July 1976 to comply with the athletic provisions of the regulation; high schools and colleges have until July 1978. Although they are highly controversial, the athletic provisions of Title IX allow institutions a substantial amount of leeway in determining what types of sports opportunities they will offer. These provisions have been sharply criticized from all sides. Women's organizations have blasted the regulation for perpetuating the status quo, and such groups as the National Collegiate Athletic Association have claimed that the regulation does not go far enough in protecting "revenue-producing sports" (which almost always run at a deficit.) Nationwide, women's sports budgets are equal to two percent of the men's budgets.

Employment. Sex discrimination in employment is covered across the board (except in military schools and in religious schools to the extent that nondiscrimination would be inconsistent with the controlling religious tenets.) Discrimination in both full and part-time employment is prohibited in recruitment, hiring, job classification, salaries, and fringe benefits. The Title IX prohibitions against employment discrimination supplement, rather than alter, the nondiscrimination provisions of a number of other laws Title VII of the 1964 Civil Rights Act, the Equal Pay Act, and Executive Order 11246. Concerning pension benefits, a major area of inconsistency among these various laws, Title IX allows *either* "equal contributions" or "equal periodic benefits," a less stringent standard than the "equal benefits" requirement of Title VII. President Ford has instructed the various agencies which have jurisdiction over this area to come up with a uniform federal policy by October 15.

* * *

This September, for the first time, schools will have some rules for assuring that they do not discriminate on the basis of sex. While no one maintains that the regulation is perfect, it does provide a starting point and a testing ground for equal educational opportunity. Perhaps all of the discussion about the effect of Title IX on athletics will enable institutions to get off to a running start in providing girls and women with a sporting chance to receive an equal education with their brothers.

(Assoc. Director, Project on Status and Education of Women, Assoc. of Amer. Colleges)

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

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SUMMARY OF FEDERAL LAWS RELATED TO THE PROHIBITION OF SEX DISCRIMINATION IN SCHOOLS[1]

Title IX of the Education Amendments of 1972 (20 USC Section 1681-86)

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . . "

Detailed regulations for carrying our the provisions of Title IX were promulgated in final form on July 21, 1975; they appear at 45 CFR Part 86.

Enforcement Agency: Office for Civil Rights, Department of Health, Education and Welfare

Equal Pay Act of 1963 of the Fair Labor Standards Act (29 USC Section 206

This Act, as amended by the Education Amendments of 1972, requires that employees performing work in the same establishment under similar conditions receive the same pay, if their jobs require equal skill, effort, and responsibility.

Enforcement Agency: Wage and Hour Division, Department of Labor

Title VII of the Civil Rights Act of 1964 (42 UCS Section 2000e et seq.)

This Act, as amended by the Equal Employment Opportunity Act of 1972, forbids discrimination on the basis of sex in all aspects of employment, including recruitment, hiring, firing, layoff and recall, terms and conditions of employment, wages, promotion, and others.

Enforcement Agency: Equal Employment Opportunity Commission

Executive Order 11246, as amended by Executive Order 11375

This Order prohibits discrimination on the basis of sex in employment, but is limited to institutions with federal contracts or grants of over $10,000. This Order became effective on October 13, 1968.

Enforcement Agencies: Office for Civil Rights, Department of Health, Education and Welfare;
Office of Federal Contract Compliance, Department of Labor

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[1] *Reprinted from Eliminating Sexism in Public Schools: A Workbook for Action, Education Law Center, Inc., Newark, New Jersey, 1976.*

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Models and Methods for Eliminating Sexism in School Districts

Delaware State Department of Public Instruction. A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education. Special Statewide Committee, Howard S. Parsons, Chairperson, Dover, Del., 1975.

A suggested policy guide for school districts trying to eliminate sex discrimination in education. The policy development is extensive and covers items such as admissions, recruitment, financial assistance, sex bias in textbooks and instructional materials, physical education, interscholastic athletics, and grievance procedures. An appendix includes grievance report forms; suggested plans for self-evaluations.

Education for Survival. Sex-Role Stereotypes Project. Final Report. National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, 1973.

This is a national conference report that summarizes one year's efforts to examine sex-role stereotypes in elementary and secondary education. An empirical approach to determine how sex-role stereotypes are manifested in schools is accompanied by traditional techniques of literature review to collect data. The real emphasis is on involving individuals and organizations working in this area.

Eliminating Sex Discrimination in Schools: A Source Book. Research and Information Center, North Carolina State Department of Public Instruction, Raleigh, N.C., 1975. (ED 109 810.)

A very extensive all-purpose handbook that contains discussions of sex bias in personnel policies, instructional materials, and student activities. Also included are sections on sexism and humor, research data on sex stereotypes and an extensive bibliography.

CREDITS: Many of the items in this listing were taken from Resources from Sex Equality, Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Special thanks go to Ms. Amanda Smoot and the staff of RISE (Research and Information Services for Education), 198 Allendale Road, King of Prussia, Pa. 19406, for their assistance in the literature search of materials relating to sexism in schools and implementing change.

Eliminating Sexism in Public Schools: A Workbook for Action. Education Law Center, Inc., 605 Broad Street, Suite 800, Newark, N.J. 07102, 1976.

This workbook is designed to serve as an information-gathering device and educational tool for citizens interested in eliminating sexism in public elementary and secondary schools. Also, school officials may find it a useful self-evaluation guide for identifying and correcting discriminatory policies and practices. Two of the chapters consist of checklists and other documents for use in determining whether a school district is meeting its obligations under Title IX of the Education Amendments Act of 1972 and related state regulations.

McCune, Shirley and Martha Matthews. Complying with Title IX: Implementing Institutional Self-Evaluation. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1976.

The materials contained in this handbook provide one framework for organizing a self-evaluation under Title IX. Separate chapters are presented on access to general courses; access to physical education courses; access to vocational education courses; counseling; treatment of students; student marital or parental status; athletics; financial assistance; employment; and planning, conducting, and reporting an institutional self-evaluation.

McCune, Shirley, et al. Implementing Title IX: A Sample Workshop. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1976.

This handbook provides detailed background information on conducting a workshop on Title IX with sample agendas, work sheets and a list of questions and answers commonly asked about Title IX.

McCune, Shirley and Martha Matthews. Programs for Equity: Schools and Affirmative Action. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1975.

This manual outlines the technology of affirmative action as applied in local education agencies. It provides a background section delineating the evolution of affirmative action plans and gives a step-by-step guide for the preparation of an affirmative action plan.

A Model Affirmative Action Plan for Employment Contract Practices. Training Institute for Sex Desegregation of the Public Schools. University Extension Division, College Hall, Douglass College, New Brunswick, N.J. 08903.

Guidelines and timetables for building a school district affirmative action plan in employment.

Rothchild, Nina. Sexism in the Schools: A Handbook for Action. 14 Hickory, Mahtomedi, Minn. 55115, 1973.

These materials are based on the experiences of a school board member in a small suburban school district in Minnesota. The handbook includes ways to check for sex bias in budgeting and financial matters in the schools, as well as in children's books and classroom behavior. One section focuses on specific school practices and policies with proposals for change. Another section reviews the structure and functions of school personnel, including homework guides for becoming familiar with your schools.

Self-Study Guide to Sexism in Schools. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1974.

An easy-to-use booklet that provides guidelines for determining sexist practices in the various aspects of school life: curriculum and instructional materials, the library, the staff, guidance and counseling, admissions, extra-curricular activities, and school environment.

Title IX and Affirmative Action. Croft Leadership Action Folio, Neil B. Oldham, editorial consultant. 24 Rope Ferry Road, Waterford, Conn. 06386, 1976.

Three sections comprise this report: "The Implications of Title IX," which reviews major requirements of the law and what federal officials expect from districts, with practical suggestions for conducting the required self-evaluation; "A Case History," which shows how the Portland (Maine) School Department developed its affirmative action plan; and "An Affirmative Action Plan," a reproduction of the plan developed in the Portland School Department.

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Federbush, Marcia, Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools, KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221, Fourth Edition, 1972.

Kalamazoo Public Schools, Committee to Study Sex Discrimination, Five Reports on Sex Bias in the Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Mich. 49001, 1973.

Kunkel, G., Eliminating Sexism from the Public Schools of Washington State, Ad Hoc Committee for Women and Girls in Education, K-12, 3409 S.W. Trenton Street, Seattle, Wash. 98126, 1973.

Sex Bias Task Force, Minnesota Department of Education, Report to the Minnesota Board of Education, Capitol Square, 550 Cedar Street, St. Paul, Minn. 55101.

Resources for School District Needs Assessment

Bibliographies/Resources. "Project on Sex Equality in Guidance Opportunities," American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, 1975.

A booklet developed in connection with the SEGO Project, Mary Ellen Verheyden-Hilliard, Director. The bibliography contains up-to-date information on resources for sex equality in counseling, curriculum, sports and the law; school district models for change; sources and addresses for further information -- publishers, bookstores and film catalogs; and educational financial aid sources for women.

CURRICULUM

Ahlum, C. and J. Fralley. Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. The Feminist Press, Box 334, Old Westbury, N.Y. 11568, 1973.

A resource list for administrators, teachers, students, counselors, librarians, and parents interested in challenging sexism in education and creating non-sexist curriculum.

Ernest, John. Mathematics and Sex. University of California, Department of Mathematics, Santa Barbara, Cal. 93106, 1975.

A survey of women in the field of mathematics indicates that girls are limited and stereotyped from kindergarten through graduate school.

Johnson, Laurie Olsen, ed. Non-Sexist Curricular Materials for Elementary Schools. The Feminist Press, Box 334, Old Westbury, N.Y. 11568, 1974.

An extensive packet of materials and bibliographies for the teacher and student; useful as guides and models for creating non-sexist curriculum and classroom.

Macleod, J. and S. Silverman. You Won't Do -- What Textbooks on U.S. Government Teach High School Girls. KNOW, P.O. Box 86031, Pittsburgh, Pa. 15221, 1974.

Suggestions for action and recommendations for changing curriculum; includes an annotated bibliography of studies of sexism in textbooks.

Prida, Dolores and Susan Ribner. "A Feminist View of 100 Books about Puerto Rican, Black, Native American and Asian Women as They Appear in Books," Council on Interracial Books, 1840 Broadway, Room 300, New York, N.Y. 10023.

Appearing in the Council's Digest, *the article is an analysis of children's books.*

Resource Center on Sex Roles in Education. Today's Changing Roles: An Approach to Non-Sexist Teaching. The National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1974.

A 108-page paperback designed as supplemental instructional materials to assist children to explore and understand that sex-role stereotyping has limited female and male roles; useful for elementary and secondary teachers.

Reviewing Curriculum for Sexism. New York State Education Department, Division of Curriculum Development, Albany, N.Y. 12224, 1975.

Designed to assist elementary and secondary schools in strengthening instruction by identifying and eliminating sex stereotyping in educational materials. Extensive illustrations and examples, as well as suggestions for avoiding or correcting the problem, makes this a useful handbook for those who are beginning a study on sex bias in instructional materials.

GUIDANCE AND COUNSELING

Bem, Sandra and Daryl Bem. Training the Woman to Know her Place: The Social Antecedents of Women in the World of Work. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1973.

Explanation of the effect of sex-role conditioning on women's aspirations and the ways in which women learn their place in society.

Hansen, L. Sunny. "Focus on Guidance." 6635 East Villanova Place, Denver, Colo. 80222, December, 1974.

An extensive discussion of the ways in which counseling practices and materials stereotype girls and women.

Lipman-Blumen, J. "How Ideology Shapes Women's Lives," Scientific American. January, 1972.

Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood.

National Institute of Education, Education and Work Group. Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. U.S. Department of HEW, NIE, Washington, D.C. 20208, 1974.

Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretative information.

Seed, S. Saturday's Child. New York: Bantam Books, 1974.

Interviews and photographs of women in non-traditional careers.

EXTRA-CURRICULAR ACTIVITIES

American Civil Liberties Union, Women's Rights Project. Sex Discrimination Athletics and Physical Education. 22 East 40th Street, New York, N.Y. 10016, 1975.

This is a comprehensive packet of materials containing legal and organizing advice on fighting illegal sex discrimination, along with an excellent bibliography.

Harris, Dorothy, ed. DGWS Research Reports: Women in Sports. American Association for Health, Physical Education and Recreation (AAHPER), 1201 16th Street, N.W., Washington, D.C. 20036, 1973.

Women in sports in relation to physiology, psychology, teaching and coaching is discussed in this issue by the Division of Girls and Women's Sports.

Hoepner, Barbara J., ed. Women's Athletics: Coping with Controversy. American Association for Health, Physical Education and Recreation (AAHPER), 1201 16th Street, N.W., Washington, D.C. 20036, 1974.

An overview of women in sports today, with a discussion on intercollegiate athletics, the Olympics and sociological aspects of women in sports.

Revolution in Women's Sports. Reprint from WomenSports, September, 1974. 230 Park Avenue, New York, N.Y. 10017.

A 24-page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes toward sports, and a scholarship guide for women and sports.

PERSONNEL

Lyon, Catherine Dillon and Terry Saario. "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan, October, 1973.

Women hold 67% of all public school teaching positions but less than 16% of the administrative positions. The authors offer 21 recommendations for policy makers.

"No Room at the Top?" American Education, U.S. Department of Health, Education and Welfare/Office of Education, June, 1977, Vol. 13, No. 5.

The article explores the advantages to education and society that can be expected when women achieve positions of educational leadership in significant numbers.

Theories and Methods of Change in Education

Becker, James M. and Carole L. Hahn. Wingspread Workbook for Educational Change Agents, Social Science Educational Consortium, Inc., 855 Broadway, Boulder, Colo. 80302, 1975.

A workbook addressed to those who need assistance in creating and implementing educational diffusion plans. Questions and suggestions are designed to help the innovator diagnose the nature of the idea or product to be introduced, her/his own capabilities as a change agent and potential areas for change in a school system. Areas described are the roles played by people, occasions for introducing changes, and kinds and channels of communications. Suggestions for a coherent action plan are included.

Brickell, Henry M. Organizing New York State for Educational Change. State Education Department, Albany, N.Y. 12224, 1961.

The author presents a "theory-into-practice" model for educational change that tries to interrelate the following processes: (1) program design, (2) evaluation through field studies, and (3) dissemination through demonstration and reeducation.

Guba, Egon and John J. Horvat. "Concluding Note," The Role of Educational Research in Educational Change, Egon Guba, ed. The National Institute for the Study of Educational Change, Bloomington, Ind. 47401, 1967.

The major characteristics of American educational research along with their virtues and defects are summarized. Some consequences of educational change and alternative avenues for redevelopment are also put forth.

Hahn, Carole L. "Eliminating Sexism from the Schools: An Application of Planned Change," Social Education, National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036, March, 1975.

The author suggests that individuals proceed through identifiable stages as they move toward adoption or rejection of an innovation; that there are particular roles that facilitate or hinder change; that certain techniques are more effective than others in promoting change; and that a systematic plan of action is more likely to result in change than individual, spontaneous, haphazard action.

General Readings on Sex Fair Education

The Black Scholar, "Black Women's Liberation," 4 (6-7), Box 908, Sausalito, Cal. 94965, March/April 1973.

This issue contains articles written by women scholars in a variety of fields: history, education, political science and politics.

Frazier, Nancy and Myra Sadker. Sexism in School and Society. Harper and Row, Scranton, Pa. 18512, 1973.

A detailed discussion of sex-role stereotyping in education and society, with implications for educational change.

Gersoni-Stavn. Sexism and Youth. New York, N.Y., R.R. Bowker Company, P.O. Box 1807, Ann Arbor, Mich. 48106, 1974.

An anthology covering the various topics of sex-role stereotyping and education: socialization, literature, films, toys, classroom materials. The effect of sexism on both males and females is considered.

Gutentag, Marcia et al. Undoing Sex Stereotypes: Research and Resources for Educators. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10036, 1976.

A report on a project that measured children's attitudes about sex roles and attempted to change them toward non-stereotyped perspectives. The project, funded by the Ford Foundation, was the first major field survey and intervention program for changing sex-role stereotyping in children.

Levine, James A. Who Will Raise the Children?--New Options for Fathers (and Mothers). Lippincott, Philadelphia, 1976.

A discussion of men who deliberately choose to care for children and are successful at it. Issues discussed include who these men are, how they differ from traditional fathers, how their lives and what they are doing influence all fathers, and the future of the American family.

Pottker, Janice and Andrew Fishel, eds. Sex Bias in the Schools; The Research Evidence. Associated University Presses, Inc., Cranbury, N.J., 1977.

Forty-one selections comprise this comprehensive anthology of documentation of sex bias in the schools.

Sadker, David. Being a Man: A Unit of Instructional Activities on Male Role Stereotyping. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1976.

Developed for use by educators in junior and senior high schools, this publication is divided into two sections: background information on sex-role stereotyping; and classroom strategies and lesson plans intended to help students clarify, analyze and evaluate the male role stereotype and sex-role stereotyping in general.

Stacey, Judith, Susan Bereaud and Joan Daniels, eds. And Jill Came Tumbling After. Dell Publishing Company, Inc. 245 East 47th Street, New York, N.Y. 10017, 1974.

A collection of articles illustrating the effects of sex-role stereotyping at all levels of the educational process.

Organizations, Projects and Centers for Further Information

American Civil Liberties Union Women's Rights Project. 22 East 40th Street, New York, N.Y. 10016.

The project handles constitutional litigation, lobbies for national legislation and disseminates information. Rights of Women *is an employment guide to the legal rights of women.*

American Federation of Teachers, Women's Rights Committee. 1012 14th Street, Washington, D.C. 20005.

Publishes educational materials related to sex-role stereotyping.

Asian American Studies Center Publications. P.O. Box 24A43, Los Angeles, Cal. 90024.

Spring 1974 issue of Amerasia Journal *devoted to women.*

Black Women's Institute, National Council of Negro Women. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

Sponsors education and research programs; operates Resource Service Center to help women with employment, day care, health, education, legal assistance and welfare rights.

Chicana Service Action Center. 5340 E. Olympic Blvd., Los Angeles, Cal. 90022.

Handles job placements and training, supportive services, counseling. Publishes SAC Newsletter.

Council on Interracial Books for Children. Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, N.Y. 10023.

Catalogs and listings of non-sexist, non-racist books.

Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80295.

Publications available include: A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education *and* A Digest of Federal Laws and Regulations Affecting Equal Rights for Women in Education.

Emma Willard Task Force on Education. P.O. Box 14229, Minneapolis, Minn. 55414.

As a result of its work in local schools, this independent group of Twin Cities women has completed a book of materials relating to sexism in education. It includes articles examining the problem, bibliographies, proposals for changes, classroom and group materials.

Feminist Press. Clearinghouse on Women's Studies. College at Old Westbury, Box 334, Old Westbury, N.Y. 11568.

Clearinghouse for information on non-sexist educational curriculum materials for elementary and high school levels. Publishes more than a dozen paperback feminist biographies, non-sexist children's books and reprints of various works by women.

KNOW, Inc. P.O. Box 86031, Pittsburgh, Pa. 15221.

Non-profit feminist publisher of reprints, course designs, and other books.

National Education Association. Customer Service, 1201 16th Street, N.W., Washington, D.C. 20036.

Non-sexist print and audio-visual materials.

Project on Equal Education Rights (PEER), 1522 Connecticut Avenue, N.W., Washington, D.C. 20036.

A project of the NOW Legal Defense and Education Fund, PEER will monitor and publicize enforcement efforts under federal law barring sex discrimination in education.

Project on the Status and Education of Women. Bernice Sandler, Director. Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

The organization provides a clearinghouse of information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education.

Resource Center on Sex Roles in Education. Shirley McCune, Director. The National Foundation for the Imrpovement of Education, 1201 16th Street, N.W., Washington, D.C. 20036.

The Center researches, compiles and disseminates information designed to assist school systems and state departments of education in combatting sexism.

Women on Words and Images. WOW, Dept. H. P.O. Box 2163, Princeton, N.J. 08540.

Known for Dick and Jane as Victims, their definitive study of 134 school readers, Women on Words and Images now have new pamphlets and slide shows that explore the sexist content of foreign language textbooks, career education materials and prime-time TV.

Women's Action Alliance. Barbara Sprung. 370 Lexington Avenue, New York, N.Y. 10017.

As a result of their project on early childhood education, the WAA is able to offer non-sexist materials for young children, as well as information on developing a non-sexist child care center curriculum.

Women's Bureau, U.S. Separtment of Labor. Washington, D.C. 20210.

Their publications list includes over 75 listings of excellent resource material, much of it useful in the classroom.

Women's Program Staff, U.S. Office if Education, Department of Health, Education, and Welfare. Room 2145, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Annual Reports, beginning with September 1976, provide an up-to-date list of projects funded under the Women's Educational Equity Act of 1974.